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ABSTRACT

This document provides an annual report and financial review for 1995 of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. The report includes feature articles highlighting specific aspects of the year's activities: (1) "Growing Up in France: Parental Creches"; (2) "Changing the Nature of Television for Children"; (3) "Promoting Resilience in Children"; and (4) "What is a Project?" Descriptions of major projects supported by the foundation at the end of 1995 are presented by country and include brief details of target groups, location of activities, major objectives, and main strategies. An explanation of the foundation and its goals, a list of its new publications, and the names of members of the board of trustees and the staff are included. (KDFB)

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ED 399 076

Annual Review 1995

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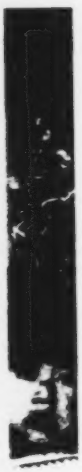
Bernard van Leer Foundation

Annual Review 1995

Bernard van Leer Foundation

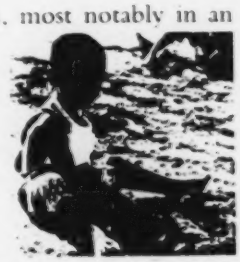
ABOUT THIS PUBLICATION

The aim of the *Annual Review* is to show the varied aspects of the Foundation's activities as well as the richness of the work that is undertaken in the field by the projects that the Foundation supports.



In addition to an annual report and financial report for 1995, this *Annual Review* includes a number of feature articles that highlight specific aspects of the Foundation's work: resilience, changing the nature of television for children, and growing up in France.

Descriptions of the major projects that were being supported by the Foundation at the end of 1995 are presented under countries. They include brief details of target groups, location of activities, major objectives and main strategies. Project activities are also covered in some of the feature articles, most notably in an attempt to describe 'what is a project?'.



Also included are an explanation of what the Bernard van Leer Foundation is, a list of the Foundation's 1995 publications, and the names of members of the Board of Trustees and of the staff on 1st May 1996.

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ANNUAL REPORT 1995

Every year in the life of an organisation such as the Bernard van Leer Foundation brings its own challenges. During 1995 these have included a thorough review of our activities in order to arrive at strategies for the next five years. At the same time, we have been both consolidating and expanding relationships with like-minded organisations; we have embarked on a major training initiative in sub-Saharan Africa; we have launched two new series of publications; and we continued to monitor and support a field-based programme in over 40 countries.

A review of our strategy

During 1995 we embarked on a review of our strategies, processes and organisation and, although final decisions will only be made in mid-1996, a number of issues are clear. The Foundation's Mandate will continue to focus on children from birth up to seven years of age inclusive, living in circumstances of social, economic or cultural disadvantage, and we will continue to promote a developmental approach that emphasises local ownership, non-dependency relationships and low-cost sustainable approaches. On an organisational level, there will be no changes to the two interconnected strands of our Mandate: facilitating the development of innovative field-based early childhood development (ECD) approaches; and drawing on relevant experience in order to inform and influence ECD policy and practice.

The areas now under discussion arise partly from the context in which we are working. On the one hand these concern changes in the socio-economic, cultural and political environment in which we work. On the other hand, there are changes in our immediate environment of the Van Leer Entity (see page 8), the available financial resources, and countries eligible for project support according to our statutes.

The operational issues being reviewed include evaluation, sustainability, capacity building, training, partnerships, co-funding, public relations, marketing, and our own internal organisation. In anticipation of future changes, and in keeping with the two strands of our Mandate, the former units of Documentation, Communications, and Studies and Dissemination have been brought together in a new department to be known as Programme Documentation and Communication (PDC).

Working in partnership

From the time the Foundation first supported field-based projects in the 1960s, we have done so in partnership with local organisations which plan, manage and implement the projects. The local organisations with whom we are currently working are included in the project descriptions beginning on page 20.

In recent years we have explored other forms of partnership with a wide range of national and international organisations and this process continued during 1995. This area of work enables the Foundation to influence practice, and to advocate that the needs of young children should be on the political agenda. Working in this way also gives all the parties opportunities to think, plan and learn together. On a practical level, it can give access to additional money and resources for ECD, and lead to increased accountability in our work.

In the course of 1995 my colleagues and I have worked with representatives of UNICEF, UNESCO, the World Bank, the Aga Khan Foundation, and member organisations of the Save the Children Federation. We are members, or on the boards of the European Foundation Centre, the US-based Council on Foundations, the Hague Club and the Dutch Association of Foundations. Together with Trustee Marjorie Benton, I was invited to participate in the fourth 'Family Re-union' conference moderated by US Vice-President Al Gore.

At a financial level, we are co-funding projects with a number of small Dutch foundations and with corporate donors, including the World Trade Centre in Amsterdam which has made a donation to ECD work in St Maarten following the hurricane there. Other co-funders include the European Union, Levi Strauss Europe, Hasbro (USA), Levi Lassen Foundation and Collectieve Israel Actie (Netherlands).

Training

A training pack, developed over a number of years by the Foundation's Training Unit, was co-published in 1995 by the Foundation and UNESCO. *Enhancing the skills of early childhood trainers*, by Kate Torkington with Cassie Landers, is aimed at trainers of trainers in ECD and includes both practical and theoretical materials. Distributed by UNESCO, it is also contributing to a Training Initiative being undertaken in sub-Saharan Africa.

Managed and coordinated by our Training Unit, the Initiative is supported by Save the Children (USA), UNICEF and UNESCO. Trainers from 12 countries met for a first workshop in February and are receiving *in situ* support in their efforts to build up national cadres of trainers who will, in turn, train those who work directly with young children and families.

Both the pack and the Initiative emphasise participatory learning (as opposed to didactic teaching), and the need to build on the knowledge and skills that trainees have already acquired through their life experience.

The environment of the child

December marked the rounding-off of a Foundation project, initiated in 1993, that sought to gain insight and understanding into how children's environments affect their development. A workshop brought together the authors of four case studies carried out in France, India, Kenya and Venezuela, representatives of international organisations, and Foundation staff. It provided an opportunity for ECD specialists and representatives of funding organisations to discuss issues of quality in ECD programmes, and pointed to the difficulties involved when trying to establish parameters for quality in varying contexts.

A final report of the project will be published during 1996. *In search of the rainbow: pathways to quality in large scale early childhood programmes*, by Martin Woodhead, draws on examples from the case studies and elsewhere. It argues that quality is contextual, and that sensitivity to diversity and to one's own preconceptions should be key elements informing all development work.

Publications and resources

Two new series of publications were launched during 1995 and they replace earlier series and books published separately. The 'Occasional Papers' series has been replaced by the series 'Early Childhood Development Practice and Reflections' and two titles were published in the year: *We are your children* by Salih Booker, an account of the Kushanda ECD dissemination programme in Zimbabwe; and *A guide to promoting resilience in children: strengthening the human spirit* by Edith Grotberg, based on results from the International Resilience Project of which the Foundation is a member of the Advisory Group. The second new series to be launched is

called 'Working Papers in Early Childhood Development' and it replaces the earlier series of 'Studies and Evaluation Papers'. The first title to appear was *Developmentally appropriate outdoor play environments for infants and toddlers* by Jimi Jolley.

Four issues of the *Newsletter* were published, each one devoting approximately half its pages to a specific theme. In 1995 these were: Targeting teenagers, Reaching rural families, Participatory learning for empowerment, and Reaching children where they are. An article in the July 1995 issue reported on the survey of readers carried out the previous year. In addition to an excellent response rate, we were encouraged to learn that readers have confidence in what they read in the *Newsletter* and find it important in their work. What is more, they pass it on to others to read, discuss the contents with colleagues, and use it for training and other purposes. Circulation continues to rise – as do requests for all Foundation publications – and is now about 7,000, but reaches a readership of more than 30,000.

In addition to our own publications, the Foundation's Documentation Centre maintains a collection of resource materials on ECD and related subjects received from projects and others. This enables its staff to provide advice and information on literature and other materials at the request of projects, visitors and colleagues. Requests for such assistance continue to increase, reaching some 1,500 in 1995.

The Foundation's field-based programme

The shift away from a project approach towards country and regional programmes continued during 1995. The four regional desks which make up the Department of Programme Development and Management (PDM) are responsible for formulating these programmes. Field-based project staff and national and regional partners are increasingly involved in this process, and ensure that programmes are based on detailed analyses of the situation of children and their families in specific contexts.

Although intervention projects remain the backbone of most country programmes, other initiatives that support these programmes are taken by different partners with expertise in other relevant areas. A list of major projects currently supported by the Foundation in over 40 countries around the world, with brief details of their work, begins on page 20. In addition to the major grants, the Foundation uses a number of other, more flexible, grantmaking devices. Further information about these can be found in *What is a project?* on page 16.

Themes and issues

The development of a regional approach leads to the emergence of specific themes and issues, some of which may be relevant at inter-regional or even global level. For example, in the southern part of Latin America resilience is now a major programmatic theme. In April the Foundation funded a workshop on resilience which was attended by 300 people from Chile, Argentina, Brazil and Peru. These included representatives of governmental and non-governmental organisations, some of which are Foundation partners. Since then eight projects have incorporated the concept of resilience into their work with young children and communities using a variety of strategies including humour, games and play.

In sub-Saharan Africa a number of issues have clearly emerged: children and violence, urban children, the girl child, and training of caregivers. The emphasis is shifting from the training of pre-school teachers who work in centres towards the training of community 'motivators' or 'barefoot educare workers' who support parents and other caregivers within their own settings. One consequence is that training methods are also being adapted, with training and workshops being taken to rural villages, or the introduction of a 'menu' of training options to suit trainees' own contexts, rather than set courses.

Multicultural issues are a theme throughout the work in Europe. This includes work with migrant and host communities and is carried out at national and international levels. Another theme in Europe is work in rural areas – a theme that is covered by projects operating in Portugal, Spain, Italy, Ireland and the UK. Some of these projects have formed an association concerned with education and local development in rural areas. They have a secretariat based at the *Instituto das Comunidades Educativas* (ICE – Institute of Educational Communities) in Portugal, which is currently implementing two Foundation-supported projects.

During 1995, several of the projects supported by the Foundation in Europe have, during 1995, published workbooks, training manuals, reports and Newsletters in order to demonstrate how links can be made between theory and practice; to inform their local audiences; to set their experiences in context; and also to advocate.

Networking

The field-based programme is enhanced by a process of networking which enables project participants to exchange experiences and ideas, to plan and to train. In some cases, the

networking is inter-regional, such as between Mozambique and Portugal in which ICE facilitated a study visit to Portugal for Mozambican trainers from governmental organisations. One outcome will be a workshop in 1996 in which Mozambican trainers and community activists will examine the needs of young children from their different perspectives.

In the Caribbean, planning work was undertaken for a regional ECD initiative which will cover some seven or eight islands and allow for the exchange of training, experiences and findings. This is being done in cooperation with the US-based Christian Children's Fund and the UNICEF regional office.

In the Pacific, a meeting in New Zealand was attended by Foundation-supported projects from that country, Australia and Malaysia. The theme, 'The cultural impact of social change on early childhood', was explored through presentations, workshops and an examination of the ways in which Maori, Pacific Island and Aboriginal theories of child development are shaping practice.

An unusual support project came to an end during 1995 in Malaysia. Called 'Partnership for Building Skills', it brought together representatives of several Malaysian NGOs in a series of workshops. The project was designed to improve skills in ECD and project management and planning, as well as to strengthen training capacity.

Countries where we work

During 1995 the Foundation made its first small grant in Egypt. This enabled representatives of governmental and non-governmental organisations to come together to discuss needs in ECD, to identify gaps, and to begin to conceptualise approaches relevant to the context. Also, the Board of Trustees agreed that a limited amount of work could be supported in the Palestinian Autonomous Region. This resulted in some small grants to organisations in Bethlehem and Gaza which enable them to share ECD expertise and resources within the Middle East and North Africa.

The statutes of the Foundation state that 'preference' will be given to work in countries in which the Company is established. However, with the limited resources available, it is not possible for us to work in all those countries that are eligible. In addition, the Foundation endeavours to balance its grant-giving between developing and industrialised countries (for further information see the Financial Report on page 60). For this purpose, we use the United Nations' classifications of developing and industrialised countries.

Awards

The second annual Oscar van Leer Award – for excellence in enabling parents and communities to help young children realise their innate potential – was given to the Children of Street Vendors project in El Salvador (a description of the project is on page 27). Representatives from the project received a plaque and a donation of NLG 25,000 from Oscar van Leer himself at a ceremony held at the Foundation's office in December.
In South Africa, the *Ntataise* Trust (supported by the Foundation since 1981) was the first recipient of the Presidential Award for exceptional contributions to education in South Africa for its work in early childhood development.

In Jamaica, a national newspaper, the Gleaner, gave its Honour Award to the Dudley Grant Memorial Trust for its work to revitalise interest in early childhood through a structured media campaign called Operation Start. The Foundation has been working with the Trust since 1994 on the Basic Schools Revitalisation Programme (see page 35).

Organisational matters

The Bernard van Leer Foundation forms one part of a body that we call the 'Van Leer Entity', its other two constituents being Royal Packaging Industries Van Leer (the company) and the Van Leer Group Foundation (the company's shareholder). At the end of 1995, the company announced that it intended to offer shares on the stockmarket in the course of 1996. Although the Van Leer Group Foundation will continue to be the majority shareholder, such a public flotation has financial and other implications for the Bernard van Leer Foundation. In fact, it was the proposal for a public flotation which was one of the main reasons for my decision to examine the Foundation's future strategies as described above.

One immediate consequence is that all three parts of the Entity now have the same chairperson, Mr Ivar Samrén, who has been a Trustee for 15 years. I should like to take this opportunity to thank Mr Sjeng Kremers for his unfailing support and guidance during the eight years that he chaired the Foundation's Board of Trustees. We will continue to benefit from his experience as he remains a member of the Board. The Board is further strengthened with the addition of two new Trustees, Mr Amos Mar-Haim and Mr Reinhart Freudenberg.

It is with sadness that I have to report the death, in early 1996, of Oscar van Leer at the age of 82. The younger son of Bernard van Leer, he was chairman of our Board of Trustees for many years.

In next year's Annual Report I expect to be able to describe the strategies that the Foundation will be using over the following five years. I do not anticipate any major shifts, for our overriding concern will continue to be the needs of young children in disadvantaged circumstances. Our past, present and future aim is to enhance their opportunities for development.

Rien van Gendt
Executive Director

Oscar van Leer

It is with great sadness that we record the death in February 1996 of Oscar van Leer, son of the founder of the Bernard van Leer Foundation. Oscar van Leer had a profound influence on the present shape and direction of the Foundation, helping it to focus on the needs of young children in disadvantaged circumstances; helping it to have confidence in people's strengths; and helping it to hold on to the idea of empowering parents as their children's principle care givers. Through his personal beliefs, he also helped to keep alive the spirit of helping others to help themselves.

Oscar van Leer remained very active and interested in the work of the Foundation until the end – for example, in December he personally presented the 'Oscar van Leer Award' for 1995 to the Children of Street Vendors project of El Salvador.

The Van Leer Entity, of which the Foundation is a part, recently bestowed the honourary title of Founder President on him. This was to express its deep appreciation and profound gratitude for his creation of, and his numerous unique contributions to, the Entity. In doing this, they added to many other honours that he received for his work, including: *de Eremedaille voor Voortvarendheid en Vernuft in de Huisorde van Oranje* (Medal of Honour for Drive and Ingenuity in the House of Orange); *Ridder in de Orde van de Nederlandse Leeuw* (Knight in the order of the Dutch Lion); and Honorary Citizen of Jerusalem.

GROWING UP IN FRANCE: PAR

In December 1995, the Foundation hosted a workshop that looked at the environment of the child (please see the Annual Report 1995 page 5). The discussions at the workshop were centred around four case studies that examined quality in child care in France, India, Kenya and Venezuela. This article uses some of the findings of the French case study, which drew on videos of interactions in the crèches.

Do crèches exist for the convenience of parents, or for the benefit of children? Most people would answer that crèches allow parents to go to work or school; they provide a safe place for children, which eases the parents' minds while they are working; they allow children to interact with other children; and they enable children to learn, often through play.

But one Foundation-supported project in France adds something extra: its crèches are also places where parents become aware of the impact that they have on their children's development. This project, called the Parent-run pre-school centres project, is operated by the *Association Collectifs Enfants-Parents Professionnels* (ACEPP – the Association of Children, Parents and Professionals). Though the project office is situated in Paris, its affiliated *crèches parentales* (parent crèches) are situated throughout France. Three major characteristics of the project's *crèches parentales* together distinguish them from other crèches: first, they are aimed at children of low-income families; second, they are intercultural; and third – as this article describes – they are staffed by parents who work alongside the professional workers.

Parents and professionals together

The *crèches parentales* accept children aged from three months to three years whose parents are willing to work in the crèches regularly and on a voluntary basis. The parents work alongside the professional early childhood staff. On average each parent works for one half day per week in the crèche, and they work with all the children – not only their own children. Their presence in the crèche means that, while the parents develop a close and understanding relationship with their own children, they also get to know the other children very well and even get to know the other parents. An atmosphere of community and sharing is thus established.

The importance of parent-run crèches derives from the project's belief that human development is fundamentally socially determined, and that the process of development occurs within the context of human relations. Interaction with others encourages children's motivation to learn; while the presence of parents in addition to crèche workers helps to create a learning environment that is rich in cognitive interactions. At the same time, a mixed environment enhances the children's perspectives by providing diversity. On a practical level, the parents' involvement also means that there are more adults to give the children individual attention when they need it.

However, the children do not only benefit from this attention. They also benefit from the different styles of attention between the professional workers and the parents because the quality of parental interaction is likely to be different from that which the professional caregiver provides. Children learn through interaction, identification, imitation, manipulation, execution of tasks, problem solving, socialising with others. If children themselves are involved in an activity, and receive a response, they will learn from the activity. In this situation, the professional caregiver guides the children in an activity and the children have to think through the activity and work it out themselves. The parents on the other hand have to work alongside children to learn what they are doing in order to be able to help them. Hence the parents are truly involved in the activity and with the children.

Mediating the effects of social disadvantage

The *crèches parentales* are intercultural, providing services for children living in disadvantaged circumstances, many of whom come from migrant families. Are there any advantages of the *crèches parentales* for the children and parents of these families? The study found that the effects of social disadvantage can be mediated by the increased participation of parents in the *crèches parentales*; and that it is possible to modify the relationship between social disadvantage and the quality of the children's cognitive development in the centres.

The study also found that, because intercultural parent-run day care centres group together children and parents from different cultures, they allow children to encounter different points of view on the world. Parents who are active in a centre learn to communicate with the children and this develops their confidence in interacting with children, and enriches the quality of children's learning experiences. Furthermore, the parents see that their input into the pedagogical aspects of the *crèches parentales* is important.

NTAL CRECHES

In conclusion, the *crèches parentales* have multiple advantages. For the children these include the presence of their own parents in the centre on a regular basis, broader socialisation possibilities, and the availability of more adults to work with them. For the parent, the advantages include easier separation from their children when they are not working in the centres, improved knowledge about child development, and increased self-esteem. For the family as a whole, the *crèches parentales* foster a strong solidarity with other families that often leads to the building of a social self-help network, and a sense of community.

CHANGING THE NATURE

Through television, children of all ages see violent images of real events, and of all too realistic fictional violence. This fact has given rise to an animated debate about the effects of television violence on young children, some of it based on research, some based on feelings, reactions and beliefs. What is lacking is widespread agreement about what children should and should not see and, still more difficult, about what action should be taken to bring this about.

However, this general lack of conclusiveness hasn't stopped many people believing that what children view could and should be improved ... and not just by reducing the amount of violence that is shown. For example, it is easy to accept that children's television could contain more educational or developmental material; and could promote more positive images of children. Luisa M Freites* expands on the reasons for such action by outlining the content of what children see each day on television in Venezuela:

> Violence, conspicuous consumption, competition, racial and sexual aggression, terror and pornography – these are the main components of what our children see every day ... The few programmes that are dedicated to children also leave much to be desired. For example, cartoon films are full of direct or indirect violence, competition, the law of the strongest, war, segregation and terror.

She is equally scathing about games shows for children:

> (programmers) assume that children have a very low intellectual level. So they offer them tests and games that ... humiliate them and indicate clearly that the programmers have no respect for them.

Bringing about change

To counter this, she describes some of the work of the *Coordinadora de Organisaciones No-gobernalmentes de Atención al Niño* (CONGAN - Association of non-governmental organisations for the care of children). CONGAN is now promoting programming in educational television for children that stimulates them to lead a healthier life. Such programming focuses on encouraging values and attitudes about, for example, being cooperative, creative, supportive and just.

OF TELEVISION FOR CHILDREN

Actions of this sort demand both a mandate to carry them out and effective means of altering programmes. The first is tackled through consultation exercises during which parents and others are questioned on their feelings and attitudes about what is offered. The results justify actions, and these centre on campaigning and on direct work with the television companies. Changes are evident: one regional television company has already begun to change some of its programming, making it more positively educational. CONGAN is also networking with other national organisations with similar objectives to increase mutual effectiveness.

Taking control

More direct action is also possible. In Cali, Colombia, for example, the Foundation-supported *Televisión y violencia* (Television and violence) project of the *Associación de televidentes de Cali* (Association of television viewers of Cali), is taking advantage of government laws for the operation of cable television services. These give representative bodies from local communities the right to control some aspects of what is shown. In practice this can include people from communities making programmes to be shown on local cable networks.

The idea is extremely attractive but the realities can be daunting. For example, it's not always easy to know what a representative body is, who chooses it, or how its activities reflect the needs of its constituents. Also, on a practical level, making adequate television programmes takes skill as well as time and commitment.

The project tackles both of these issues. It deals with the representation questions by working with groups of *Madres Communitarias* (Community Mothers) who have been selected by their communities. They operate in community houses alongside other mothers and children, and therefore have a very sure sense of many of their communities' needs.

To resolve the problems involved in making adequate television programmes, the project uses skilled professionals to first train the *Madres Communitarias* in handling video equipment and then in the production of short informative documentaries – video magazines – that relate to their daily work with mothers and children. High quality, locally important television programmes are now being regularly produced by women who, just a few months ago, had no idea that they were capable of such accomplishments. The project is now expanding its work to include training of parents and groups of children. Manuals will soon be developed to share the methodology with groups in other areas.

However, even when direct action of this sort is possible, matters are not always straightforward. One of the problems that the *Madres Communitarias* often face is fathers: many rather like the nature of what appears on their screens and are reluctant to see it changed. They can also be indifferent to their responsibility for helping to raise their children, and to the role model that they present to them. Not unexpectedly, messages about such attitudes can be found in the video magazines.

The work outlined here will not transform the nature of television overnight – indeed it will only ever be a small counter to the negative images that flood from television screens. However, it does show that when enough people believe something should be improved, change for the better is possible.

* Freites, Louisa M; 'Televisón infantil en Venezuela: buscando el cambio' (Children's television in Venezuela: seeking change); in *Junto por los derechos del niño* (Together for the rights of the child); 11.1992/1.1993; CONGAN, Apartado 63171, Chacaíto, Caracas 1067-A, Venezuela.

PROMOTING RESILIENCE IN C

It is easy to see examples of resilience: people not only survive circumstances that should drive them down into abjection and dependency, they often find ways to battle, individually and collectively, towards a better future. Indeed much development work with marginalised communities depends on people having this capacity.

But resilience can be very hard to define. To help in this, a recent Foundation publication – *A guide to promoting resilience in children: strengthening the human spirit* by Edith Grotberg[1] – offers a definition: 'a universal capacity which allows a person, group or community to prevent, minimise or overcome the damaging effects of adversity.' In offering this, the author also acknowledges that the capacity itself is certainly not new. What is new is the formalisation of resilience into a concept that can be studied and analysed.

And this has rapidly led to a search for practical ways of strengthening resilience, particularly in those who battle adversity in many of their everyday circumstances and experiences.[2] Yet this same speed of response also invites caution because many of the ideas that are emerging are still in their early stages. For example, it is not at all clear that attitudes, techniques and activities that are appropriate in a specific cultural or ethnic setting are suitable for use elsewhere.[3]

Promoting the development of resilience in children

The book is based on results from 14 countries that participated in the International Resilience Project.[4] In her analysis, Edith Grotberg accepts the need for moving carefully and asks that her guide to promoting resilience be viewed as 'work in progress'. However, the work of the International Resilience Project suggests that, while the importance of resilience is widely recognised, by no means all development programmes include it as something to be promoted and built upon; while the work that is done is sometimes fragmented and incoherent. Clearly action is necessary.

The guide starts by focusing on 'three sources of resilience features' – 'I have'; 'I am' and 'I can'. The first relates to the presence of supportive people around a child – people who love the child, set limits for behaviour, teach, encourage independent learning, and guard. 'I am' centres on some observable features of a resilient child, including being a likeable and lovable person, concerned for the needs of others, respectful, responsible and optimistic. 'I can' is about actions that typify a resilient child, including talking to others when frightened or anxious, solving problems, exerting self control, and seeking help when necessary.

Grotberg suggests that, while a child does not need to have all of these features to be resilient, a combination of several of them is essential. They must also be drawn from each of the three groups, but the actual number and their combination can vary enormously. Most of the remainder of her book describes a wide range of possibilities for developing resilience in children of three distinct age groups: 0-3, 4-7 and 8-11. These centre on tasks that adults can generally undertake, and on appropriate responses by adults to children's life experiences.

However, she does not stop there. Conscious of the newness of the concept, she is anxious to encourage a highly critical approach to implementing what she suggests. For example, in a section entitled 'Teaching and discussion strategies', she offers ways of closely examining a child's development environment. These include inviting reflection on the local situation, the local norms, the particularity of local experience, the stages of child development, the place that children have in society, and so on. She also invites people who work with children to draw out ideas from their own experiences. Overall, the idea is to allow locally determined approaches to emerge and complement or replace her suggestions.[5]

Resilience in projects

Now that resilience is becoming a definable and manageable concept, and that techniques, activities and attitudes that promote resilience are being clearly identified, work to promote resilience in children is becoming more sharply focused. This often involves bringing in a number of new activities, while adapting and refining older ones. And, just as important, it often calls for changes in the behaviour and attitudes of the adults closest to children.

Among Foundation-supported projects, the promotion of resilience is prominent where young children have passed through highly traumatic times. For example, in Peru a project operated by the *Centro de Promoción y Desarrollo Poblacional* (Community development centre) – 'Rural children's war stress' – is working with children and family members who have been affected by war, some to the extent that they are suffering Post Traumatic Stress Disorders. Once

the nature of the children's needs has been established, therapy may be necessary. However, a great deal of effort is also focused on strengthening the ability of families to diagnose their own problems and on helping them to develop anti-stress techniques. This kind of self-support approach fits in well with Edith Grotberg's 'I have' and 'I can': adults become more competent in establishing an especially supportive environment for the children.

At the same time, 'I can' is not forgotten: the project is also exploring the role of games, play and handicrafts in promoting resilience. This goes beyond the kinds of formal activities often used in diagnosis and treatment of traumatised children. The point is to develop their creativity so that they become more confident makers and doers with a greater sense of self-worth. Simultaneously they develop their problem-solving skills, thus equipping themselves with a key skill with which to take on the future.

Given that the Foundation supports projects in more than 40 countries worldwide, it is very well placed to monitor and support the development of resilience as a formal element in project programmes; and to contribute to the continuing discussion about how best to promote resilience in young children.

Notes

1. Grotberg E. (1995). *A guide to promoting resilience in children: strengthening the human spirit*. The Hague, Bernard van Leer Foundation, ISBN 90-6195-038-4. Single copies are available free of charge from the address shown on the back cover of this publication.

2. Grotberg E., *op cit*.

3. For a discussion about this, see Vanistendael S. (1995). *Growth in the middle of life*, Geneva, International Catholic Children's Bureau. Also published in Spanish, French and Dutch.

4. The International Resilience Project of the Civitan International Research Center, University of Alabama at Birmingham, SC 313, Birmingham, Alabama 35294-0021, USA, is briefly described in the above publication. An International Advisory Board includes representatives from the Foundation, UNESCO, WHO, PAHO, ICCB, ICC and the Civitan International Research Center, as well as individual experts. A resilience discussion group is now operating via e-mail. To join in, address a message to: maiser@civlist.circ.uab.edu

5. See also Vanistendael S., *op cit*.

WHAT IS A PROJECT?

On the following pages we list major projects currently supported by the Foundation. A brief glance through the descriptions will show the considerable diversity that is possible within the overall definition of 'early childhood project'.

Although there is no single definition about what a project is, there are concepts governing the underlying principles. One of the important principles the Foundation is looking for is that a project should be a body of work which should originate from something that a group of people want, instigate and carry out themselves. The aim is that projects should be started by people with shared objectives who work out the most appropriate strategies in order to achieve these objectives, and then implement them. Along the way, the initial set of people involve others who share similar objectives and who contribute to the planning and implementation in order to arrive at agreed and acceptable outcomes.

Diversity in practice

There are many elements that influence the development of young children which means that there is a range of approaches that can be used. Few early childhood projects work only with the children, instead they aim to affect the whole environment of the children which means working with parents, other family members and the community. Thus project components might include skills training opportunities for parents, adolescent parenting sessions, or child-to-child activities.

Projects are also diverse in their geographical coverage, in their objectives, and in their strategies. For example, there are projects that work in a local area; there are projects that aim to disseminate experiences and findings over a wide area, often a whole country; there are training projects; and there are networking projects. There are projects that are developing curricula; others that are exploring different ways of using media to reach families; and yet others that are advocating for changes in policies, laws and regulations.

Outcomes can sometimes be very difficult to evaluate, particularly when the aim is to create conditions that set a process in motion in order to introduce change. In these projects the outcomes are less easily definable and the process itself takes precedence. Such projects operate flexibly.

adapting activities and approaches according to the changing situations. Nevertheless, in all types of project, the planning of strategies is imperative and demands an intimate knowledge of the local setting and the people in that local setting.

The Foundation's approach

For these reasons, the Foundation does not run projects itself. Instead, it works with people and groups at a local level in order to help build local capacity, to ensure that there is a better understanding of needs, and to reduce the risk that a project, no matter how well-intentioned, is introducing ideas that are incompatible with local customs and culture.

Projects are usually run by partner organisations both governmental and non-governmental. While some partner organisations have been established specifically for the purpose, most already existed. Some projects are nationwide, or even international; others cover just one province, one city, or even a part of a district.

The major projects are listed in the next section. 'Major' usually means that they are supported for a period of between one and five years. However, additional phases of support are sometimes negotiated and this can mean that the relationship between the Foundation and a partner organisation may last for ten years or more.

Flexible grant making

Major projects are not the only ones to receive support. Over the last few years a number of more flexible grant making tools have been introduced. One of these is the Planning Grant. This enables a group of people or an organisation to conduct initial enquiries and perhaps undertake pilot activities, in order to arrive at a planned set of strategies and activities that are appropriate to the setting. The aim of a Planning Grant is to allow exploration; and this may or may not lead to a proposal for a full project.

Examples of Planning Grants made in 1995 include one to the Arab Resource Collective, which is based in Cyprus, so it can explore the feasibility of a medium term programme of ECD work across the Arab world; one to the Women and Development Unit of the Africa Medical Research Foundation for a study of the realities and needs of women and children living in arid/semi-arid areas of Kenya; and one to the *Arbeitskreis Neue Erziehung* (Association for Educational Innovation), Germany, to field-test and evaluate a variety of approaches and tools for supporting young Turkish parents in their child-rearing and educational tasks.

Another form of support is available through Small Programme Funds. As the name implies, these are small amounts of money given to partner organisations for specific short-term activities that support the Foundation's programme in a particular country or region. These activities take a variety of forms but are usually pieces of work that fit into a larger pattern.

Among the grants made in 1995, support was given to the Voluntary Health Association of India for its 'Other side of the Moon' study aimed at identifying the most disadvantaged areas and social groups of the country; to *Fundación las Isletas* (The Islands Foundation), Venezuela, for a training programme to enhance a community-based educational programme for low-income families; and to SCHEDIA Centre of Artistic and Pedagogical Training, Greece, towards publicising and disseminating a report on its experiences in establishing anti-bias principles among children and staff in primary schools.

The criteria for these grants are always the relevance of the activity to the Foundation's programme; and outcomes that will contribute to improving opportunities for young children who live in disadvantaged circumstances.

Project products

As part of their core activities, most projects produce materials that further the work that they do – although a few projects are funded specifically to develop materials. Such materials include: training manuals; evaluation reports; publications that detail work so that others can learn from it; play packs for children and parents to work with together; pamphlets and leaflets to help parents rear their children; advocacy materials; and so on. Because these are produced locally, they reflect local ideas and realities, and conform to local cultural and ethnic norms. However, this local particularity does not mean that they don't have a wider value: much of what they deal with finds resonance elsewhere. A few of the many examples of project products that emerged during 1995 are outlined below.

Country: India
Project: Children on the Agenda
Author: Mina Swaminathan Research Foundation.
Title: *Playing to Learn; a training manual for early childhood education*
Abstract: This is a guidebook in English for trainers that offers a child-centred perspective and stresses the role of play in child development and learning. Through structured exercises, it allows trainers to experience the nature of play for themselves and so to both understand its pedagogic value and learn how to use it effectively in the classroom.

Country: Israel
Project: Al-Tufula
Author: Palestinian Women's Organisation.
Title: *Baby Book: Parents and Child Diary*
Abstract: This is a parents' and children's diary in Arabic. It contains details about the development stages that children go through and these are illustrated with drawings. Parents can fill in important details about their child's development and can also put in photographs taken at different ages. By relating their child's observable development to the development notes, they can see how the child is progressing while simultaneously learning about child development. The diary also builds into a very personal souvenir of the child's life.

Country: Morocco
Project: Koranic Pre-schools/ATFALE
Author: Hamid Benabdallah
Title: *Comptines et chansons enfantines; essai d'adaptation de la methode Kodaly dans le prescolaire* (Infants' rhymes and songs: adapting the methods of Kodaly for the pre-school)
Abstract: This rhyme and song book – published by the Ministry of Education – is in French and is based on the teaching methodology of Zoltan Kodaly of Hungary. It is produced for teachers of pre-school children; and is designed to help them to open up possibilities for children to further develop their natural talents.

Country: Namibia
Project: Partnership for Children
Author: Ministry of Education and UNICEF (prepared by Niki Abrishamian)
Title: *Locally made play materials for young children*
Abstract: This is a practical handbook for making low cost toys from locally available materials. It includes toys for the crucially important first 12 months of life; and covers construction toys, sequencing and stacking toys, puzzles, matching games, make believe toys, puppets and pattern toys.

Country: Netherlands
Project: *Dit Ben Ik* (This is me)
Author: Anne Frank Centre
Title: *Dit Ben Ik*
Abstract: This is a intercultural/multicultural education pack for children 4 to 7 years designed to help them to learn about, understand and therefore respect the different cultures and ethnicities of their school friends. It contains multi-lingual stories (Dutch and the appropriate languages for the target groups) and images from the various home environments of the children concerned; and consists of four look and learn booklets with audio cassettes, a video cassette of three short films and a 'knee book'. The knee book is two-sided and is placed on the teacher's knee. The teacher can see the teaching notes that are printed on one side, while the children can see their material on the other. A teacher's manual explains how to use the materials to lead children through the many activities that the pack contains.

Country: Peru
Project: *Proyecto de innovaciones pedagogicas no formales* (National Non-formal Education)
Author: Ministerio de Educación
Title: *Crecer* (To grow)
Abstract: Published quarterly, this bilingual (Spanish/English) bulletin documents aspects of work with children 0-3 and their parents and communities in both rural and urban areas. It also serves as a forum for discussion between those interested in the field. A recent issue drew together all current practice to deliver a concise overview of the country's current educational programmes. This included brief descriptions of initiatives such as those for Amerindian children, and for those needing remedial attention because of malnutrition or stress induced by civil conflict. It also outlined the concept of integrated programmes that link together many child related resources so as to secure the participation of parents and communities, and to maximise the effectiveness of each component.

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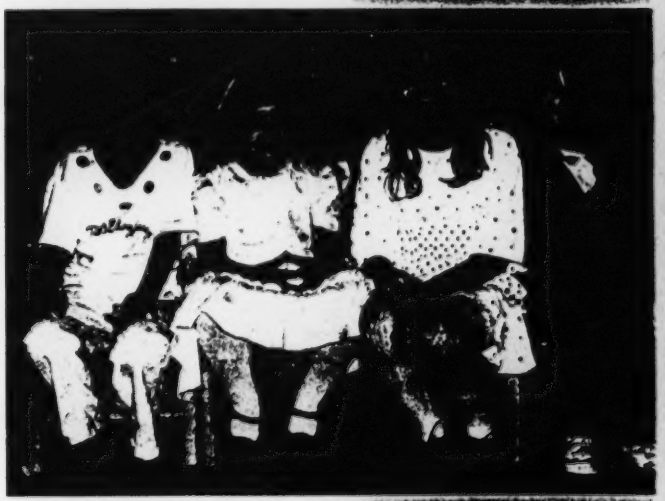
Country: Thailand
Project: Children's Centre Stage
Author: MAYA – the Art and Cultural Institute for Development
Title: *The Cloudy Gang*
Abstract: Fully illustrated, this report in Thai (with some English translations) describes MAYA's innovative work in stimulating critical thinking in children. MAYA promotes empowerment in children by teaching them to stop and think before taking action. Practice develops this skill enabling them to identify and protect what, among a myriad influences, is in their best interests. The original Thai name of this report is *Gang Tok Mek* which means 'Special kind of people who are good at creating truth and reality' – MAYA's opinion of the advertisers who try to deceive children with illusions. A 50 minute video, *Young consumers and the Cloudy Gang*, complements the report and shows how MAYA works and the philosophy behind it.

Country: Turkey
Project: *Geçekondu* Children
Author: Foundation for the Support of Women's Work (FSWW)
Title: *Womenews*
Abstract: This is a quarterly Newsletter in English that deals with expanding child care and educational services in low-income areas. As well as describing how spaces can be found for development work with children and their families, *Womenews* includes articles that teach new skills such as puppetry and mask making. It also promotes FSWW's central messages: that early childhood development is a priority issue; and that the necessary services can only be expanded through the participation of families, the community and the municipal government.

Country: Venezuela
Project: Centros de capacitación (Centres of training)
Author: Fernando Pereira/Centros Comunitarios de Aprendizaje (Community centres of learning – CECODAP)
Title: *Mas Cerca de lo que creemos – la atención preescolar en manos de la comunidad: alcances y barreras en Mexico, Guatemala, El Salvador, Nicaragua, Colombia y Venezuela* (Nearer to what we believe: pre-school work in the hands of the community – spearheads and barriers in Mexico, Guatemala, El Salvador, Nicaragua, Colombia and Venezuela.
Abstract: A workshop was held in Guatemala in 1994 during which members of 16 projects from the six countries of the title, presented the targets, aims, objectives, methodologies and outcomes of their work. In doing this, they also reflected on the more innovative approaches that they had developed and considered why such approaches are justified. Working together, they then drew out similarities, parallels and differences. The results of their work are set out in this book which is in Spanish. As well as providing a substantial amount of information about the sort of work that is currently being carried out, the book gives a detailed idea of both achievements and problems. While offering no conclusions, it does offer a list of pertinent questions to stimulate reflection about important issues in ECD.

So what is a project?

This short article can do no more than give a flavour of what goes on day-to-day in project life and why; there is too much diversity to offer a more comprehensive view. However, that diversity is held together by a range of common objectives and purposes and by a sense of considered innovation that builds steadily on experience.



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SUPPORTED BY THE FOUNDATION

The projects listed below are the major projects that were receiving support from the Bernard van Leer Foundation at the end of 1995. A 'major' project is defined as having a duration of more than one year. Some projects have been supported through several phases. In this case the start date of the current phase is indicated and the descriptions reflect only the current phase.

The descriptions present the reasons for the work of each project and attempt to convey something of what goes on day-to-day. Evaluation is built in to all projects and is therefore only mentioned when it is about a specific project activity that could lead to further work – for example, when a project has developed an approach to a problem and wants to test its validity for use elsewhere.

Projects are listed alphabetically by country as follows:
Name of project (with acronym and translation where applicable)
Name of partner organisation (with acronym and translation where applicable)
The year when project activities began
LOC: location – area covered by project
TAR: target group(s)
OBJ: main objective(s)
STR: main strategies used

Argentina

Madres Migrantes Andinas (Migrant Andean mothers)

Centro Andino de Desarrollo, Investigación y Formación (CADIF – The Andean Centre for Development, Research and Training)
1993
LOC: San Miguel de Tucumán, Tucumán Province
TAR: families and children aged 3-5 years who have migrated from rural areas to the city
OBJ: to train mothers as ECD monitors; to encourage participation by families; and to pilot a home-based day care programme
STR: work with mothers – home-based day care – revolving loan scheme – production of training and play materials – liaison with local agencies – health and nutrition – income generation

Yachay Programme (The one who learns)

Obra Claretiana para el Desarrollo (OCLADE – Claretiana Work for Development)
1992 (current phase 1994)
LOC: rural communities in Humahuaca Area (Salta and Jujuy Provinces)
TAR: indigenous Kolla children 0-8 and their families in dispersed rural areas
OBJ: to promote self-esteem and cultural identity among Kolla children and families, especially girls; to foster learning through play and peer socialisation; to enhance child rearing and educational practices, including the roles of fathers; and to improve health and educational services
STR: coordinate training – set up local voluntary councils to plan, manage and evaluate the programme – home visiting – non-formal, centre-based activities – advocacy – refining and disseminating the project's approach

Aruba

ECCE Information Centre

Fundashon Pa Nos Muchanan (For our Children Foundation)

1991

LOC: island of Aruba

TAR: young children with working mothers

OBJ: to upgrade the quality of child care; to develop a parent education programme; and to influence public opinion

STR: training for staff of child care centres – developing training materials for parents and other care givers – radio and television programmes – advocating the needs of young children and the formulation of government child care policies

Australia

Aboriginal teacher training

Batchelor College

1993

LOC: Northern Territory

TAR: Aboriginal families and children from remote, traditional communities

OBJ: to pilot and evaluate an Aboriginal teacher training course in early childhood education; to provide on-site tutoring; and to produce a resource guide

STR: bicultural teacher training course – field survey of child care facilities and establishment of database – needs assessment – video conferencing and tutorial link-ups with students in the field – building national support networks between government services, policy makers and practitioners in the Northern Territory and nationally

Hunter caravan dissemination

Family Action Centre, University of Newcastle

1988 (current phase 1995)

LOC: nationwide

TAR: families with young children living in caravan parks, government officials, early childhood professionals, caravan park owners and personnel

OBJ: to disseminate the model of care and support in caravan parks (developed in earlier phases) to other states in Australia; and to reach long-term sustainability

STR: dissemination of information, resources and publications – research, training, and education – consultation, networking among ECD related organisations – advocacy among government and the public – documentation and evaluation of the dissemination process

Arrernte early childhood

Yipirinya School Council Inc.
1993 (current phase 1995)
LOC: central Australia
TAR: Aboriginal families
OBJ: to develop culturally appropriate curricula for 3-5 and 5-8 year olds in the Arrernte language and seek their accreditation
STR: action research – development of videos, books, oral tapes, puppets – workshops with teachers and parents – links between programmes for these age groups and those for older children – involvement of grandparents, aunts, uncles and elders – organisation of video making workshop

Belgium

School en gezin (School and family)

Provincie Limburg, *Regionaal Integratie Centrum* (Province of Limburg, Regional Integration Centre)
1988 (current phase 1991)
LOC: Province of Limburg
TAR: families of seven different ethnic groups
OBJ: to further develop an integrated approach to intercultural education at local and provincial level and influence the formulation of national policy
STR: work with young immigrant children in pre-school and first grade of primary school and their parents and teachers – support to school advice centres, schools, community groups and organisations – creation of a resource and support unit 'School and Family'

ECCE Networks

La Communauté Française (the French Community) and *Université de Liège*
1991
LOC: Cheratte, Longdoz, Theux
TAR: immigrant families (Cheratte), inner city families (Longdoz), rural families (Theux)
OBJ: to improve the quality of existing services; and to support the development of new approaches in early childhood care and education which directly involve the family
STR: establishment of local networks of education, health and social services to enable development, improvement and sharing of new approaches to early childhood care and education – health consultation services – crèches – drop-in centres, pre-school centres – out of school activities – holiday play schemes – workshops for parents – data and resource bank

Botswana

Kgalagadi children

Tirisanyo Catholic Commission
1993
LOC: north and central Kgalagadi
TAR: indigenous Bushmen families
OBJ: to develop a culturally and environmentally suitable approach for early childhood programmes in remote Bushmen settlements
STR: establishment of early childhood care facilities – training and up-grading caregivers and pre-school teachers – adult education – community development – collaboration with the district council

Children of the Earth

Kuru Development Trust
1993
LOC: western Kgalagadi
TAR: indigenous families
OBJ: to empower families of 'Bushmen' and other minority communities to adapt their traditional child socialisation practices to new circumstances
STR: establishing governing bodies for village pre-schools – establishing new pre-schools – in-service training for para-professional pre-school workers – involvement of parents, elders and village representatives – development of culturally relevant materials for children, parents and teachers – international networking project

Brazil

Early stimulation and education in disadvantaged communities

Pastoral da Criança (Parish of the Child)

1991 (current phase 1993)

LOC: Northeast States of Piauí and Ceará

TAR: children aged 0-3 years

OBJ: in collaboration with public and private agencies, to implement, validate and disseminate a home-based ECD approach which is designed for the particular needs of rural young children and their families in the northeast of Brazil

STR: assessment of specific needs of rural children – coordination teams – training community leaders – development of ECD curriculum for illiterate families – education through media and performance arts – elaboration of ECD quality indicators to be introduced into a national computerised information system – networking with regional universities – national coordination and exchange of information

Natal's backyard nurseries

Fundação Fé e Alegria, São Paulo Office (Faith and Happiness Foundation)

1995

LOC: metropolitan area of the city of Natal

TAR: poor urban mothers and their children

OBJ: to design and implement an intervention programme dealing with non-formal ECD initiatives (Backyard Nurseries) and disseminate its results in the city of Natal

STR: conducting surveys to identify and register existing Backyard Nurseries and discuss their results in a workshop involving local municipal authorities, mothers' clubs and care providers – training care providers on child resilience – running a weekly radio programme for mothers and encouraging Backyard Nurseries' care providers to become organised

Triggering a new outlook

Servicio Social da Industria (SESI – Social Service for Industrial Workers)

1995

LOC: Sao Paulo/Ceará

OBJ: to enhance SESI's various services through the design, testing and dissemination of an innovative curriculum, built on poor children's regional games and traditions

STR: identifying local games and toys – reflecting on possible resilience factors to be enhanced through local games and toys – encouraging SESI's innovative thinking/policy making on day care modalities – designing and testing an innovative curriculum based on regional games – training and supporting care providers and parents to apply the new curriculum

Rural toddlers

Secretaria da Saúde do Estado do Ceará (Ministry of Health of the State of Ceará)

1996

LOC: rural area of Paripueira, in the municipality of Beberibe

TAR: poor mothers and their young children

OBJ: to identify and develop resilience factors which could enhance the emotional development of rural toddlers

STR: forming an inter-institutional committee in charge of project activities – training local mothers, community leaders and para-medical staff on relevant ECD and basic resilience issues – learning through play activities with children aged 0-3 years – setting up a mothers' healing group – supporting women's income generating activities – cooperation with other statutory agencies – radio programme every two weeks for information to other rural areas

Chile

Rural mobile service

Fundación Nacional para el Desarrollo Integral del Menor (INTEGRA – National Foundation for the Integrated Development of the Minor)

1991 (current phase 1995)

LOC: regions of Maule, Bío-Bío, Araucaria and Los Lagos

TAR: young children aged 0-6 years and their families in poor rural isolated areas

OBJ: to implement and disseminate a mobile ECD service designed to meet the particular needs of young rural children

STR: mobile units visiting the isolated communities on a rotation basis using INTEGRA's rural centres as support bases – play activities for the children, combined with training for parents in recreational activities and child rearing skills – setting up parental support networks as community-based childminders' coalitions – encouraging the coalitions to design and implement small pilot projects addressing children's specific needs

Teenage parenting

Vicaria de la Pastoral Social (The Catholic Church's Ministry of Social Care)

1992

LOC: Santiago de Chile

TAR: vulnerable teenage parents

OBJ: to promote child rearing skills and self-confidence among pregnant and teenage mothers; and to implement community-based child development activities for children aged 2-7 years

STR: designing and validating training and educational materials – training *monitores* in ECD – home visiting programme by experienced (adult) mothers – developing a learning through play programme for children aged 2-7 years – policy research and design

Dissemination of innovative ECCE practice in Latin America

Red Latinoamericana de Información y Documentación en Educación (REDUC – Latin American Network for Information and Documentation in Education)

1991 (current phase 1994)

LOC: Latin America

TAR: decision makers in ECCE

OBJ: to ensure the flow of information to ECCE decision makers; to evaluate improvements in the design of programmes for young children; and to monitor consequent improvements in children's life conditions

STR: country specific themes for work – workshops on information gathering – case studies – computer-based early childhood information/simulation system – networking

Upgrading service quality and coverage

Junta Nacional de Jardines Infantiles (JUNJI – National Council for Pre-schools)

1995

LOC: nationwide

TAR: 40,000 families in 13 geographical regions in the country

OBJ: to upgrade JUNJI's services and in-service training capacities and to enhance its contribution to ECD national policy formulation

STR: refinement of JUNJI's evaluation design and

monitoring system – training of regional evaluation teams – external evaluation of different child care approaches – assessing the programmes' impact on families' abilities to meet the developmental needs of their young children – developing for parents a set of basic indicators of children at risk – disseminating evaluation results among public and private agencies and the general public

Child resilience

MAK Asociados (MAK associates)

1995

LOC: Melipilla Province

TAR: poor rural children aged 0-3 years

OBJ: to investigate strategies which foster resilience factors among young rural children and to disseminate the results among relevant policy makers

STR: organising a workshop with international researchers, regional practitioners and local care providers – developing basic resilience training materials – selecting and training caregivers and families on the implementation of resilience strategies – home-based day care service – home visiting programme – mobile crèche – learning through play activities – setting up a database on resilience factors and strategies – evaluating and advocating for the project results among decision makers and other programmes dealing with early childhood development

China (PR)

Hebei Province rural pre-school programme

China National Institute of Educational Studies (CNIES)

1988 (current phase 1992)

LOC: Hebei and Guizhou provinces

TAR: families and young children in rural areas

OBJ: to improve the rural pre-school education system and parents' participation; to disseminate project experiences into new areas in Hebei and Guizhou provinces; and to set up a national resource centre for rural pre-school education

STR: four-month crash course for 'backbone' (or demonstration) pre-school teachers – tutoring of village pre-school teachers – peripatetic training in remote areas – an 'Educational Outline' for all-round child development – family education

through 'woman and child activity centres' and training 'backbone parents' – research to improve quality of parent-child interactions – instruction to guide teachers and education officials in legislation, policy setting, inspection and enforcement of pre-school regulations – developing low-cost, appropriate resource materials

Colombia

Infancia y Calidad de Vida (Infancy and quality of life)

Universidad del Norte (University of the North)

1991 (current phase 1995)

LOC: Barranquilla and Costa Atlántica region

TAR: children aged 0-3 years, their families and caregivers, staff of regional and national ICBF offices (Colombian Institute for Family Welfare)

OBJ: to develop training programmes for mothers, trainers and supervisors; to create a network of selected universities; and to train ICBF staff in the methodologies developed

STR: action-research on integrated child development, including health and nutrition – early stimulation in *hogares* (day care centres) operated by ICBF – developing educational and training materials – seminars and workshops – publications in university newsletter and national media

Rural children

Fundación para la Estimulación Adecuada del Niño con Protección Comunitaria (FESCO – Foundation for appropriate child development and stimulation programmes with community support)

1992 (current phase 1995)

LOC: Manizales, Departamento Caldas

TAR: children aged 0-6 years and their families in five rural areas surrounding Manizales

OBJ: to mobilise and create new community resources benefiting young children cared for in ICBF *hogares*

STR: survey of social and organisational aspects of the community – identification of community leaders – home-based day care centres – training mothers as trainers/information providers to other mothers – development, testing and distribution of educational and training materials – creation of community support structures in collaboration with the regional ICBF office

Televisión y Violencia (Television and violence)

Asociación de Televidentes de Cali (ATC – Association of Television Viewers of Cali)

1995

LOC: Cali

TAR: some 1,200 'community mothers' working in the ICBF *hogares*

OBJ: to counter the violent messages that reach the community through television; and to provide the community mothers with basic knowledge required to produce their own messages and news related to their community

STR: training a key group of 150 mothers to handle video equipment and to produce short informative documentaries related to their daily work with the children – enabling them to become assistant trainers for other groups of women – producing good quality training materials and manuals – introducing the training package as an integral part of the regular training programme for community mothers – supporting the communities in gaining access to the local cable networks to disseminate their messages

El Salvador

Children of street vendors

Fe y Alegría (Faith and Happiness)

1989 (current phase 1992)

LOC: neighbourhoods of Soyapango, Mejicanos and Zacatecas in the capital, San Salvador

TAR: children aged 0-6 years of street vendors

OBJ: to further develop the integrated approach of the first phase comprising educational programmes for children and support to and involvement of parents, mainly single mothers

STR: day care centres in markets – age-related curricula – medical and dental care – nutrition – training staff and parents – mutual support groups and credit funds – regular parents' meetings

Escuela de padres (Parent education programme)

Universidad Centro-Americana José Simeón Cañas

1991

LOC: San Salvador

TAR: pre-school children

OBJ: to build institutional training capacity and expertise on early childhood development in the

University, based on concrete projects in disadvantaged community centres and pre-schools in San Salvador

STR: collecting background information on situation of children – developing strategies and programmes to reach disadvantaged children – promoting collaboration between relevant organisations – training para-professionals in community-based programmes

France

Parent-run pre-school centres

Association Collectifs Enfants-Parents Professionnels (ACEPP – Association of Children, Parents and Professionals)

1986 (current phase 1995)

LOC: nationwide

TAR: disadvantaged and migrant children and families

OBJ: to improve the quality and quantity of developmental resources for the target group; to promote training for multicultural education and parent involvement within the ACEPP network; to produce written and audio-visual training and resource materials on multicultural education and parental empowerment; and to lay the foundations of a resource and dissemination unit

STR: participation in the establishment of nine regional policy making and fund allocation bodies (PCRs) – transfer of ACEPP's accumulated experience to PCRs – providing technical advice and training for parent groups to set up day care structures – providing training on multicultural issues within the ACEPP network – production of training and resource material

Cellule Nationale (National coordination body)

Relais Enfants-Parents (REP – Children-Parent Liaison)

1990 (current phase 1993)

LOC: nationwide and Europe

TAR: children and their imprisoned parents, prison administrations, personnel of the judicial system, social service professionals

OBJ: nationally: to coordinate, consolidate and supervise the growth of the national network; at a European level: to initiate and coordinate a European network

STR: accompanied visits by children to imprisoned parents – counselling and support for imprisoned parents, care givers and children – toy-making

workshops for imprisoned mothers – supervised play areas in visiting areas of prisons – sensitising prison and judicial personnel – training for volunteers and professionals – research and policy – media campaigns – seminars – initiating and supporting regional associations – European workshops – compilation of state-of-the-art report on children of imprisoned parents in Europe

Germany

Kind Im Mittelpunkt (KIM – Centred on the child)

Verein zur Förderung ausländischer und deutscher Kinder (VAK – Day Care Association for Foreign and German Children)

1994

LOC: Berlin

TAR: migrant families and their children

OBJ: to design and implement developmental activities for migrant parents to use with their children; to devise training for centre-home link work; and to promote multicultural communication strategies between parents and local groups and services

STR: identifying parents' needs by establishing a drop-in facility for parents, and by visiting the parents and the children at home – developing and implementing theme-based courses for parents – intensive cooperation between project workers and day care staff – in-service training of professionals with support from outside trainers and resource persons – organising talks on specific themes, open to all interested persons – network contacts with health and social services and educational institutions – network contacts with other parent-based groups to advocate for migrant children at city and regional level

Greece

Synergy

Association Fostering Child Development and Children's Creative Potential (SEDCE)

1994

LOC: Greater Athens area

TAR: children 3-6 years, parents, ECCE professionals, researchers, policy makers

OBJ: to improve educational practices in pre-school structures by using methodologies based on in-service training of professionals and a greater involvement of parents and the community; and to sensitise service providers and policy makers on ECCE issues

STR: training programme for trainers and pre-school teachers – enhancing classroom environments – feasibility studies on cooperation – fostering collaboration with service providers, municipal authorities and voluntary groups

Guatemala

Niños Indígenas Desplazados (Displaced indigenous children)

Enfants Réfugiés du Monde (ERM – Refugee Children of the World)

1993

LOC: Quiché Region in north west Guatemala

TAR: children and their families who have been resettled in rebuilt villages

OBJ: to establish a community-based care and education system for pre-school children in three municipalities

STR: training local women as *educadoras* and *coordinadoras* who will establish and supervise centres – developing curricula, educational materials and manuals – steering groups of parents, teachers and other community members

India

FORCES for children (Forum for Crèches and Childcare Services)

Mobile Crèches

1992

LOC: New Delhi/nationwide

TAR: policy makers, non-governmental organisations, trade unions, child welfare institutions, academic institutions and community level decision makers, parastatals

OBJ: to generate greater awareness of and support for early childhood care and development; and to stimulate national debate

STR: organising series of regional workshops – compiling national database of individuals and

organisations involved in child welfare and development – advocacy – documentation – film production

Children on the agenda

M.S. Swaminathan Research Foundation

1993

LOC: state of Tamil Nadu, south India

TAR: policy makers, NGOs, trade unions, child welfare institutions, academic institutions and community level decision makers, parastatals

OBJ: to strengthen the quality of public child care services

STR: bringing quality services of NGOs and parastatals into public practice and planning – improving training – creating a supportive climate for early childhood care and development, by focusing on policy-makers, the public and the media – coordinating the FORCES network – researching and documenting the experience

Educational oases

Bodh Shiksha Samiti (BODH) and Aga Khan Foundation (AKF) India

1994

LOC: Jaipur in the state of Rajasthan

TAR: children, community members, teachers, NGOs, governmental organisations and institutions, policy makers

OBJ: to further develop and disseminate a non-formal, culturally relevant approach to pre-school/elementary school rooted in children's environments

STR: joint efforts between community and all service providers – locally specific methodologies – training – teacher initiatives in discussion and diffusion of ideas and practical lessons – dissemination of approach – insertion into public school system

Taking care of our children

Mahila SEWA (Self Employed Women's Association) Trust

1994

LOC: Ahmedabad in the state of Gujarat

TAR: mothers and children in severely disadvantaged rural and urban communities, policy makers at many levels

OBJ: to enhance the quality and expand the coverage of integrated, affordable child care; to sustain it through viable organisations of child care

workers; and to advocate and pursue policy changes

STR: working in existing centres – local control and management through formation of cooperatives – provision tailored to needs of working mothers – blend of professional workers and local women – training – research and documentation – local, regional, national and international advocacy

Material development and a resource centre

Gandhigram Trust

1994

LOC: pre-schools situated in rural areas in the state of Tamil Nadu, south India

TAR: children aged 0-6 years in rural child care and pre-school facilities

OBJ: to improve the availability and the quality of literature for use by pre-school teachers in order to enhance the cognitive element in pre-school programmes; to prepare teaching aids and training materials; and to maintain a resource centre

STR: collection of folk tales, songs, dance and toys and adaptation of these in the teaching of young children – preparation of audio-visual and printed materials – training of different categories of child care workers – maintenance of a museum/resource centre with materials for child care workers and pre-school teachers

Playing games

Avinashilingam Institute for Home Science and Higher Education for Women

1994

LOC: 50 selected pre-schools in the state of Tamil Nadu, south India

TAR: pre-school children and their teachers

OBJ: to develop games for public pre-schools; and to develop staff capacity to evolve games and use them effectively and creatively

STR: orienting pre-school teachers towards effective implementation of games in the curriculum – developing a manual on games for pre-school children – evolving and refining challenging sets of games

Children in charge

Centre for Health Education, Training and Nutrition Awareness (CHETNA)

1995

LOC: nationwide

TAR: ECD workers, academicians, researchers, policy makers and funders, young university graduates

OBJ: to develop training modules to teach key staff in government and NGOs how to empower children to take charge of their own welfare

STR: planning and organising an international workshop on the empowering of children – developing the modules – field testing the modules among partners – evaluation – dissemination

Other side of the moon

Voluntary Health Association of India (VHAI)

1995

LOC: nationwide

TAR: children and their families in disadvantaged situations, ECD and health workers, NGOs, policy makers, mass media

OBJ: to conduct a study to highlight the most disadvantaged areas and social groups of the country; to investigate the state of India's primary health programmes and institutions; and to disseminate the results nationally and introduce them into major policy debates and into practice in the field

STR: consultation sessions with key persons involved in research, planning or action in the field of health or education – media campaign – publication to be presented to lobby groups, policy makers, journalists, NGOs, health officials, and to health activists at district, state, and national level

Ireland

Togher Family Centre

Togher Pre-school and Family Centre

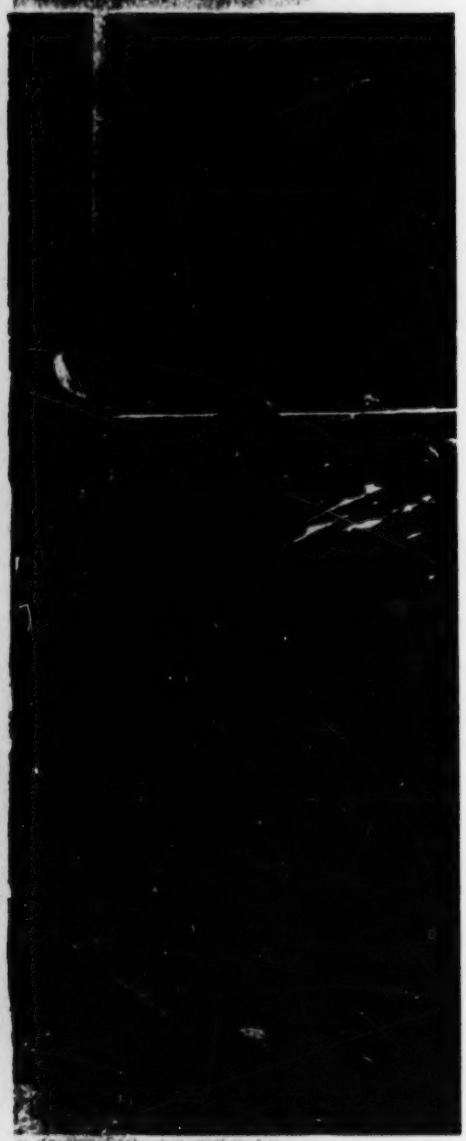
1989 (current phase 1992)

LOC: Cork

TAR: children and families living on the Deanrock housing estate

OBJ: to strengthen the work of the Centre; and to document its community empowerment approach and disseminate the findings to relevant bodies

STR: training parent volunteers – increasing cooperation with local primary schools, social and health services – strengthening contacts with anti-poverty groups



National parent support programme

North Eastern Health Board, Mid-Western Health Board, Midland Health Board

1993

LOC: various locations throughout Ireland

TAR: families in areas of high unemployment

OBJ: to implement a parent-led home visiting programme suited to local situations

STR: improving parental skills by enhancing self-esteem of parents – training parents as home visitors – developing family support self-help groups – encouraging sustainable cooperation between the community and the voluntary and statutory sectors

Home visiting programme

Southern Health Board (SHB)

1994

LOC: Cork

TAR: families in north west Cork City and Cork County

OBJ: to promote parents' capacity to support the development of their children through home visits; to facilitate access to family support services; to develop community-based resources and training for home visitors; and to ensure long term development and sustainability by promoting community ownership of the programme

STR: project support group drawn from community, SHB and voluntary sector – training and accreditation via links to local education and community centres – close links to family centres – networking – advocacy

Israel

East Jerusalem dissemination

Trust of Programmes for Early Childhood, Family and Community Education

1984 (current phase 1992)

LOC: Arab communities in Israel

TAR: Arab families and children

OBJ: to continue and consolidate the dissemination programme

STR: upgrading the existing regional resource centres – strengthening a network of early childhood provision – incorporating education on health and nutrition for parents – education for 'slow

learners' – regional conferences and in-service training for staff development and networking

Kiryat Gat project
(in association with the EDLI Foundation, the Netherlands)

Jewish Agency for Israel
1991 (current phase 1996)
LOC: Kiryat Gat
TAR: low income families and new immigrants
OBJ: to strengthen the parents' role as their children's prime educators; to provide children with development opportunities that will improve their progress in school; to enable the community to shape the future of their area; and to improve the skills of pre-school teachers
STR: day and after-school care – home visiting – para-professional training – training for nursery school aides – scholarships for professional training in ECD – community activities – validating and evaluating the project's results and effectiveness – fundraising activities in order to reach sustainability

'Moses and Solomon' national dissemination programme
(in association with the EDLI Foundation, the Netherlands)

Association for the Advancement of the Ethiopian Family and Child in Israel
1993
LOC: nationwide
TAR: Ethiopian immigrant families and children
OBJ: to facilitate integration while preserving the Ethiopian identity; to disseminate the project's philosophy and approach; to promote the role of Ethiopians as agents of change; and to enhance the role of the Association as an advocacy group
STR: Ethiopians working for and with Ethiopians – training Ethiopian para-professionals – cooperative pre-schools – vacation programmes and after-school enrichment – well-baby clinic play corners – follow-up home visits – health education programme – parent groups – grandparent-grandchild activities – training workshops – networking – advocacy – socio-cultural investigation

In-service training programme

Acre Women Association
1994
LOC: Acre
TAR: pre-school teachers, already involved at field level
OBJ: to formulate, implement and evaluate an Arab pre-school teacher training programme, thus contributing to an increase in the provision of more licensed pre-schools
STR: identifying common problems, planning issues, behavioural issues, levels of social and physical development – building on family and parental interest – using puppetry and games – training at times suitable to trainee's needs – national and regional networking

'Joshua' national dissemination programme
(in association with the Levi Lassen Foundation, the Netherlands)

Association for the Advancement of the Ethiopian Family and Child in Israel
1994
LOC: nationwide
TAR: Ethiopian immigrant families and children moving into permanent homes
OBJ: to provide the skills and information necessary for adjustment in their new communities; and to build self-esteem, independence and pride in their Ethiopian heritage
STR: mother and infant programme – follow-up home visits – health education – after-school enrichment – parenting groups – parent cooperative nurseries – Ethiopians working for and with Ethiopians – project partnership between the Ministry of Social Welfare and the American Jewish Joint Distribution Committee – national level steering committee – community specific programmes – encouraging integration with non-Ethiopians

Bedouin health project
(in association with the Collectieve Israel Actie and the S-K Foundation, the Netherlands)

Galilee Society for Health Research and Services (GSHRS)
1994
LOC: Negev region
TAR: Bedouin families and children
OBJ: to provide primary health care; and to strengthen cooperation with the Ministry of Health and develop a culturally appropriate health care approach str: work based on existing networks and facilities – recruiting qualified Arab staff – operation of mobile health clinic – antenatal care – immunisations – monitoring of child development – advice on nutrition and hygiene –

programme development towards comprehensive community development

Al Tifle fil Wasat (The child in focus)

Israel Association of Community Centres (IACC)

1994

LOC: North Israel

TAR: Arab families and children

OBJ: to enhance community empowerment and development; and to enrich children's developmental environments and ease their transition to primary school

STR: national resource group – networking – advocacy – regional and national training – residents' and parents' groups in eight villages – action research – cultural appropriateness including art and music for children – programmes matched to local conditions

Equal access in Arab ECE

SHATIL

1994

LOC: Negev region and the North

TAR: community members, NGOs, policy makers and decision makers in ECE

OBJ: to increase the number of Arab pre-school trainers; to secure local and national government commitment to Arab pre-schools; to increase the numbers of Bedouin pre-schools and double pre-school attendance rates; and to provide training for local groups

STR: mobilising grassroots support – identifying audiences – advocacy and lobbying – facilitating access to policy makers for Arab NGOs – facilitating meetings and consultations – training in strategic, general and financial planning and management

Italy

Resource Families

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES - Institute for the promotion of economic and social development)

1994

LOC: various regions in southern Italy

TAR: families facing multiple disadvantage

OBJ: to create community-based support structures for disadvantaged families through statutory family

support services and volunteer families referred to as 'Resource Families'

STR: strengthening outreach capacity of existing services – designing new forms of support provisions – devising and implementing in-service training for professionals – creating and coordinating working groups at local, regional and inter-regional levels – formulating social policy guidelines on children and families

Migrant Families and Local Communities

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES - Institute for the promotion of economic and social development)

1995

LOC: Rome and nationwide

TAR: statutory service providers, educational institutions, voluntary associations, migrant communities

OBJ: to create a forum for the exchange of experiences in order to identify criteria for planning and implementing programmes for young migrant families

STR: three workshops focusing on aspects of working with migrant families and children – identification of existing experiences – documentation of the experiences and proceedings of the workshops

Jamaica

May Pen Teenage Mothers

(in association with WeeTwee, the Netherlands)

University of the West Indies

1986 (current phase 1993)

LOC: May Pen

TAR: pregnant adolescents, teenage mothers, fathers and their children, parents and household members, child carers, school counsellors, principals, teachers, students

OBJ: to improve the learning and life chances of adolescent parents and their children

STR: centre-based academic and vocational training programmes for teenage mothers with associated home visiting – programme for adolescent males – child care training – parent education – income generating programme – integrated health care – on-site staff training – outreach activities to secondary schools, health clinics and homes – national dissemination of experiences – institutionalisation

South Side

Grace and Staff Community Development Foundation

1993

LOC: South Side, a slum area in central Kingston

TAR: parents, mostly from single parent households, and their children

OBJ: to establish self-help programmes and build community structures focusing on families and young children

STR: developing a parent education programme - setting up a network of support groups for parents in cooperation with social and educational agencies - establishing a parent-run organisation to initiate programmes for families and children - leadership training programme for parents

Basic Schools Revitalisation Programme

Dudley Grant Memorial Trust

1994

LOC: nationwide

TAR: government agencies, non-governmental organisations, international organisations, general public

OBJ: to evaluate and revitalise the Basic Schools programme; and to raise awareness about the living conditions of young children and the role of Basic Schools

STR: gathering evidence on current functioning of Jamaica's 1,500 Basic Schools that cater to approximately 106,000 children aged 4-6 years – documenting the general situation of children aged 2-5 years and the role of parents – using the data to mobilise educational agencies, communities and the general public – national advisory committee to draw up a future agenda for action – national conference and donor meetings to generate commitment to concrete goals

Japan

Okinawa project

Okinawa Association of Community Toy and Book Libraries (OACTBL)

1992 (current phase 1995)

LOC: Okinawa archipelago

TAR: infants, toddlers and children of pre-school and

early primary age, and their parents and caregivers from the Okinawa islands

OBJ: to train *bunko* (community-based libraries) managers and associates; to establish the project's long-term sustainability; and to consolidate and disseminate the project's basic features within Japan

STR: holistic ECD programme – producing resource materials reflecting traditional Okinawan culture and language – circuit training programme for *bunko* managers – enhancing fundraising strategies and techniques – strengthening the network of *bunko* through exchange of experiences – external project evaluation – OACTBL's internal strengthening

Kenya

National Centre for Early Childhood Education (NACECE)

Ministry of Education/Kenya Institute of Education

1984 (current phase 1991)

LOC: nationwide

TAR: early childhood education supervisors, trainers and pre-school teachers

OBJ: to enhance early childhood care and development through training of teachers and training of trainers

STR: developing new courses to meet special needs – increasing the flow and quality of support materials – increasing research and evaluation to document what has been achieved – improving the health and nutrition of the children and their families

Regional Training and Resource Centre (RTRC)

Ministry of Education (Kenya)/Kenya Institute of Education

1990

LOC: Africa

TAR: early childhood workers throughout Africa

OBJ: to identify training needs and expertise

STR: organising short-term training programmes and theme-based regional workshops – building up a relevant collection of educational and training resources – producing materials and training manuals

The Malesi Project

African Housing Fund/Aga Khan Foundation
1992

LOC: Nairobi and Kitui district
TAR: urban and rural poor
OBJ: to improve living conditions; and to provide information on early childhood development and primary health care
STR: training community members to implement the early childhood development and health care programmes – developing training models adapted to the local situation – teaching parents about early childhood development, health and sanitation improvement – working with urban out of school children

Children of Kiwanja-Kimaye

Faculty of Psychology, Kenyatta University, Nairobi
1995

LOC: two slum areas on the outskirts of Nairobi
TAR: children and their families, including pastoralist refugee families from Somalia and internal migrants
OBJ: to identify and learn from child rearing practices and improve the living conditions of young children and their caregivers who are not adequately catered for by existing services
STR: training and orienting staff to carry out a baseline survey – collecting relevant data on people's perceptions of child rearing and identifying key areas for possible intervention – workshops to assess needed skills and to design and develop relevant strategies – evaluation and advocacy – disseminating the findings through research seminars, network activities and advocacy meetings

Study Women/Child in Arid Areas

Women and Development Unit (WADU) of the African Medical and Research Foundation (AMREF)
1995

LOC: four arid and semi-arid districts
TAR: mainly pastoralist women and young children
OBJ: to gather comprehensive data on the situation of the target group
STR: documenting and gathering information – compiling an inventory of organisations focusing on women and children in the four areas – identifying the survival techniques of the communities in the area through participatory research and observation methods – disseminating the findings – designing intervention programmes to address the needs of the target group

Lesotho

Early Childhood Development Programme

Ministry of Education
1989

LOC: nationwide
TAR: families in rural areas
OBJ: to train and upgrade District Resource Supervisors who in turn will work with ECD workers; and to create awareness of the needs of young children and the importance of the early years
STR: training child carers to develop early childhood care and development services – developing a relevant curriculum for rural children aged 2-6 years – developing learning materials for young children and parents – mobilising the traditional leaders' participation in improving services for young children

Malaysia

Growing up strong

Pre-school Teachers Association (PSTA), Northern Zone
1993

LOC: city of Taiping, Peninsular Malaysia
TAR: pre-school teachers, children on plantations and in rural areas
OBJ: enhance the leadership, community development and teaching skills of pre-school teachers; and to strengthen attempts to make pre-school facilities available and improve their quality
STR: developing teaching materials and resources – parent education in child development – establishing and managing rural pre-schools – providing management training for pre-school teachers – producing a newsletter for pre-school teachers, parents, plantation managers – providing training, information, and materials to other regions

Childhood friends

Persatuan Sahabat Wanita Selangor (PSW - Friends of Women)

1993

LOC: Kajang and Petaling Jaya, Peninsula Malaysia

TAR: women and pre-school children living in squatter settlements on the periphery of the capital

OBJ: to develop a comprehensive child care programme for squatter communities

STR: expanding existing centres to take children under 4 and over 6 years – using a child-to-child approach – maintaining a library, publications production and training – advocating for government provision of child care services in squatter areas

Children: our future

People's Service Organisation (PSO)

1995

LOC: Kuala Selangor district, Peninsular Malaysia

TAR: women and children in urban and estate settings

OBJ: to organise projects that will bring about fundamental changes in the attitudes and practices of parents and estate management relating to child welfare in the 0-4 age group; and to advocate for the sharing of responsibility for ECD among parents, estate management, and government agencies

STR: needs assessment and study of possible project locations – establishing new centre and converting crèches into child care centres – education and training programmes for parents on health, safety, nutrition, intellectual and emotional development, spiritual values and psychology – training project staff – producing materials for different groups – family life programme

Lessons from the countryside

Partners of Community Organisations (PACOS)

1993 (current phase 1995)

LOC: village of Kipouvo in the state of Sabah

TAR: children of indigenous families

OBJ: to develop and strengthen an indigenous community education programme in rural areas that will complement the existing educational system

STR: developing and refining an appropriate curriculum based on language, culture, the environment and locally available materials – training para-professionals to run the pre-schools

– upgrading ECD skills in the households, the community and the child care centres – organising community discussions and parents' forums on health, nutrition, and child development – home visits – use of the pre-school as a training centre for PACOS and project staff – expanding into contiguous areas

Mexico

Educación Inicial del Niño Refugiado (Early education of the refugee child)

Comisión Mexicana de Ayuda a Refugiados (Mexican Commission for Assistance to Refugees)
1990

LOC: Guatemalan refugee camps
TAR: Guatemalan refugees
OBJ: to support Guatemalan refugee parents in improving the care and early stimulation of their young children
STR: training *promotoras* from the refugee community in working with parents – parental counselling to help them restore the psychological condition of refugee children – improving the health and nutritional condition of the children

Estancias Infantiles Populares (Community based day care facilities)

Enlace de Comunicación y Capacitación (ENLACE – Network of Communication and Training) and *Centro de Encuentros y Diálogos* (CED – Centre for Meetings and Dialogue)
1992

LOC: Mexico City and State, and State of Morelos
TAR: urban community associations that run child care and education services for children aged 0-6 years from low income families
OBJ: to create a network of early childhood support organisations
STR: providing training and educational materials for community-based day care centres – enabling neighbourhood associations to establish and support non-formal day care centres – formulating policy guidelines and recommendations for public sector support in developing a non-formal day care system in urban areas – training volunteer and professional staff of community organisations – organising public awareness campaigns on children's rights

Nuevos Espacios Educativos (New spaces for education)

Centros de Estudios Educativos (Centre for Educational Studies)
1993

LOC: Mexico City
TAR: community-based day care centres in Mexico City and their staff, parents and other relatives of children who attend the centres
OBJ: to improve parental and community support for neighbourhood day care centres; and to develop an approach that will improve partnership between staff of these centres and family networks
STR: developing techniques and programmes to promote parental participation – improving the understanding and practice of intermediate organisations in promoting parental involvement – developing educational materials, training videos and manuals for dissemination – reinforcing the associations of non-formal community-based day care centres in urban environments

Seminario de Evaluación (Evaluation seminar)

Colectivo Mexicano de Apoyo a la Niñez (COMEXANI – Mexican Association of Child Support Organisations)
1994

LOC: Mexico City and nationwide
TAR: member organisations of COMEXANI that are working to improve the situation of children and young people in Mexico
OBJ: to develop the evaluation capacity of COMEXANI's member organisations
STR: series of six one-week workshops to train 30 people in different evaluation models and techniques – support to participants between workshops in carrying out evaluations of their own organisations – publication of the 15 resulting evaluations – a publication on the process for presentation to a concluding workshop

Niños Callejeros (Children Working in the Streets)

Centro de Apoyo al Niño de la Calle (CANICA – Centre for Support to the Working Street Child)
1994

LOC: Oaxaca City
TAR: children aged 0-6 years of mainly indigenous families working in the streets
OBJ: to provide functional and integrated support to

pre-school aged children who make a living on the street

STR: stimulation programmes in day care centres – parent activities – developing a training methodology for educators working with street children – monthly meetings with staff members from other agencies that focus on families and children who make a living on the street – exchanging information and experiences on developing, testing and validating the methodology between the cooperating agencies – collaborating with donor agencies, including general government support programmes and state service agencies, in Mexico and abroad – producing and publishing educational materials, manuals for staff and materials on institutional development – promoting and disseminating the materials in Mexico and beyond

Escuela de la Vida (School of Life)

Centro de Educación Infantil (CEI - Centre for the education of young children)

1995

LOC: seven neighbourhoods of Mexico City

TAR: children at home who do not attend any day care centres or programmes

OBJ: to strengthen the work of the *promotoras* involved in outreach activities in the streets; to train 20 additional *promotoras*; to develop a manual for this specific type of action; and to organise community festivals

STR: organising and expanding the educational/recreational activities in the streets – developing and implementing a training programme for *promotoras*

Morocco

ATFALE

Université Mohammed V

1990 (current phase 1994)

LOC: nationwide

TAR: workers and teachers in Koranic pre-schools, children aged 3-5 years attending these pre-schools

OBJ: to consolidate training activities; and to develop a long-term vision in relation to childhood policies and practices nationally

STR: producing theoretical and pedagogical documents

to support initial and in-service training of pre-school teachers – study of the needs of children 0-3 – defining plans and strategies for national dissemination – networking with other Maghreb countries

Koranic pre-schools

Ministry of Education

1990 (current phase 1994)

LOC: nationwide

TAR: teachers in Koranic pre-schools, their supervisors, school inspectors, and children aged 3-5 years, attending the Koranic pre-schools

OBJ: to consolidate training activities so far developed and explore possibilities for national dissemination

STR: consolidating training activities in seven districts – building capacity to conceptualise, produce and use low-cost educational materials – continued collaboration between staff of the Koranic pre-schools and the ATFALE team (see above) – defining plans and strategies for national dissemination

Mozambique

Hulene

Ministério de Coordenação da Acção Social (MICAS – Ministry for the Coordination of Social Action)

1989

LOC: Hulene, Maputo

TAR: displaced families in the urban area of Hulene, many of whom are destitute and unskilled migrants, women, young children and adolescents and old men

OBJ: to develop an integrated approach that includes child care services, training and health care; and to develop a cadre of early childhood workers to work with children and the larger community in open spaces

STR: developing an early childhood curriculum and a related in-service training programme – developing locally produced educational materials – stimulating parent and community involvement in agricultural production to meet the children's nutritional needs – piloting an alternative child care approach which integrates children in several age groups – testing replicability in other areas of the country

Ilha de Moçambique

Associação dos Amigos da Ilha de Moçambique (AAIM – Association of Friends of the Isle of Moçambique)

1990

LOC: Ilha de Moçambique and surrounding districts

TAR: families with young children, and displaced persons

OBJ: to develop a community-based early childhood care and development programme involving displaced persons and indigenous families from different cultural backgrounds

STR: training community women to work with children and with parents – developing an adult education programme aimed at mothers – seeking to improve parents' understanding of children's developmental needs, nutrition, health and hygiene – developing a training programme for monitors based on traditional skills and the richness of the local culture – developing community organisations to increase family production

Country Support Programme

Ministério de Coordenação da Acção Social (MICAS), *Associação dos Amigos da Ilha de Moçambique* (AAIM), Save the Children Federation (SCF-USA)

1994

LOC: nationwide

TAR: local staff of the partner agencies and NGOs working with young children and their families

OBJ: to stimulate the vitality of government agencies and NGOs to improve their practice

STR: developing the training and resource base of the government and NGOs – coordination and sharing experience and expertise – building up capacities in planning, management and documentation – training ECD workers in appropriate skills – national and international networking – experimenting with small scale initiatives – mobile *escolinhas* (schools)

A New Path for Children

Associação da Criança, Família e Desenvolvimento (CFD - Association for the Child, Family and Development)

1996

LOC: Maputo, Gaza and Nampula Provinces

TAR: trainers and policy makers involved in early childhood

OBJ: to carry out a transformation plan to establish a sustainable, transparent, flexible and effective national child-focused NGO

STR: assessing the institutional functioning of the organisation – making an inventory of available skills and expertise – training staff – continued validation of local initiatives for war-affected children and families – facilitating information and support to community groups on educational, health and production activities – baseline study – strategic planning workshops – cooperating with government organisations and NGOs at regional, provincial and district level

Namibia

Erongo Pro-Child Initiative

The Rössing Foundation

1993

LOC: Western Erongo

TAR: ECD workers, parents and children, and community/church/school leaders in the Erongo region

OBJ: to develop a resource and training capacity; and respond to the needs of children and child care workers in the Erongo region

STR: developing a community-based ECD approach suited to local needs – developing a training and support strategy to reach out to large numbers of early childhood workers and parents – building community strength by mobilising support groups – contributing to the national ECD coalition consisting of NGOs and the government

Namibian Child Development Network

Council of Churches in Namibia – Children's Desk

1993

LOC: nationwide

TAR: women, adolescents, young children, and refugees reached by church-based early childhood initiatives throughout the country

OBJ: to develop a training and resource capacity to respond to the needs of children and early childhood workers

STR: developing a training and resource network for ECD workers, home visitors, childminders and trainers – working in centres, home-based and community child initiatives – developing, producing and disseminating educational resources – enhancing parental awareness and information on children's developmental needs –

expanding and strengthening community services to young children by mobilising parents and support groups

Partnership for Children

UNICEF
1993
LOC: nationwide
TAR: children, families, individuals and agencies involved in ECD nationwide; ECD workers, community leaders, policy makers, the Ministry of Regional and Local Government and Housing, the Ministry of Education and Culture
OBJ: to strengthen the Government's position as an advocate for children and a leading force in building a national ECD coalition; and to build ECD structures within the ministries
STR: providing the expertise necessary for the Government, community organisations, NGOs and churches to develop an appropriate and sustainable national programme on ECD – enhancing parents', families' and communities' abilities to create and sustain the social, cultural and environmental conditions for growth and development – designing culturally sensitive approaches in working with disadvantaged children – developing appropriate training materials for early childhood workers and community caregivers – offering advice on facilities, equipment and learning materials

The Netherlands

Kind in de Buurt (Child in the neighbourhood)

Stichting Het Kind in de Buurt (Child in the Neighbourhood Organisation)
1985 (current phase 1992)
LOC: nationwide
TAR: young children in disadvantaged areas aged 0-4 and their parents, child care workers, adolescents and teachers in lower vocational schools
OBJ: to overcome social poverty through an intervention programme for young children, adolescents, parents and future parents, and day care staff; and to disseminate its educational materials and methodologies nationally
STR: using existing national and regional institutions working in the area of youth welfare and teacher training to disseminate the *Kind in de Buurt* approach – offering support and training to practitioners working with the *Kind in de Buurt* materials – advocating and promoting the project – influencing national educational policies by raising issues at national conferences

Moeders informeren Moeders (Mothers inform mothers)

Nederlands Instituut voor Zorg en Welzijn (NIZW - Netherlands Institute of Care and Welfare) and *Kruisvereniging Breda* (Breda Health Care Association)
1991
LOC: city of Breda
TAR: first time mothers and their babies living in two disadvantaged neighbourhoods of Breda
OBJ: to improve the effectiveness of services to disadvantaged young children . . . mothers
STR: developing a support programme for families – training experienced mothers as home visitors to new mothers in their community – continuously evaluating the process and outcomes to create a transferable methodology – disseminating the learning nationally through publications, seminars and international workshops

Samenspel (Joint action)

Stichting De Meeuw (Seagull Organisation)
1989 (current phase 1992)
LOC: Rotterdam
TAR: immigrant children aged 2-4 years and mothers living in inner city areas of Rotterdam
OBJ: to provide day care facilities for immigrant families who rarely use existing services
STR: organising play afternoons for immigrant children and their mothers – training professional playgroup workers – integrating play afternoons for immigrant children within the existing day care provisions in education priority areas – developing stimulation activities to facilitate immigrant children's transition to the formal school system – designing parent education activities to match the needs expressed by the mothers – developing a manual about the *Samenspel* approach – disseminating the approach to other areas in Rotterdam – exchanging experiences with other organisations to bring *Samenspel* to a wider public

Dit Ben Ik (This is me)

Anne Frank Organisation
1992

LOC: Amsterdam and surrounding area
TAR: children aged 4-7 years and their teachers
OBJ: to develop a multicultural curriculum for children aged 4-7 years to be used within the formal primary school system
STR: creating opportunities for children's social, emotional, cognitive, creative and behavioural development – improving the social climate in multicultural classrooms by stimulating children's self-confidence and encouraging group processes – encouraging parents' participation in primary schools, and supporting their educational role – providing teachers with methods and instruments to allow a better understanding of the children and their backgrounds

Netherlands Antilles

Opvang 0-4 Jarigen (Care for children aged 0-4 years)

Sentro di Informashon i Formashon na Bienestar di Mucha (SIFMA - Information and training centre for the welfare of children)
1986 (current phase 1993)
LOC: Curaçao and other islands of the Netherlands Antilles
TAR: care givers in institutional and home-based care for children aged 0-4 years and parents
OBJ: to improve the quality of institutional and home-based day care through upgrading care givers and involving the parents of children aged 0-4 years; and to advocate for good day care policies and influence decision makers
STR: institutionalising a training centre and its programme for care givers and parents – assisting all the islands of the Netherlands Antilles to strengthen training and counselling services for day care personnel – advocating for legislation and public support for child care and parent education programmes – workshops and support groups for parents – providing after-school care in home-based nurseries, community centres and schools – producing written and audiovisual materials for dissemination purposes – revitalising activities after the hurricanes of September 1995

Immigrant Children

Central Agency for Joint Financing Development Programme, St. Maarten (CEDE St. Maarten)
1995

LOC: slum dwellings around St. Philipsburg
TAR: children of immigrant families from Haiti, the Dominican Republic and Jamaica
OBJ: to improve the living conditions of immigrant families; and to seek cooperation from welfare agencies and policy makers in taking preventive action about the social, educational and health needs of young immigrant children
STR: integrated approach for the distinct communities – training programme for formal and informal immigrant community leaders – basic education programme for immigrant families including literacy, English language, and vocational training – parents' workshops on health, nutrition and child development – educational enrichment and child care – use of the media to inform the immigrant community and to further communication between the local population and immigrants – establishment of an Information Centre in the neighbourhood

Regional Child Care and Parent Support Initiative

Sentro di Informashon i Formashon na Bienestar di Mucha (SIFMA - Information and training centre for the welfare of children)
1995

LOC: eastern Caribbean region
TAR: ECD related agencies, key resource persons, local authorities
OBJ: to study the options for sharing resources in the area of child care and parent education in order to extend and upgrade the quality of the existing capacity in the region; and to prepare for an extensive programme
STR: collection of data on relevant child care policy and legislation – study visits – production of an inventory of existing innovative child care and parent education provisions – round table meetings with local authorities and resource agencies

Noodkresh Sint Maarten (Emergency Day Care Centre St. Maarten – in association with the World Trade Center Amsterdam Foundation)

Sentro di Informashon i Formashon na Bienestar di Mucha (SIFMA – Information and training centre for the welfare of children)
1995

LOC: St. Maarten
TAR: young children and their families deprived of day care facilities
OBJ: to establish an emergency day care centre for young children affected by the hurricanes of September 1995; and to institutionalise this centre
STR: covering the costs of equipment and provisions for children

New Zealand

Anau Ako Pasifika (Family education the Pacific way)

Early Childhood Development Unit
1987 (current phase 1993)

LOC: Wellington, Auckland, Tokoroa
TAR: Pacific Islander families
OBJ: to consolidate and disseminate the home-based intervention programme developed in earlier phases
STR: developing a sustainable model for a culture-based home intervention programme – strengthening Pacific Islands 'language nests' and community early childhood centres – training programmes for mothers, caregivers and volunteer home visitors – parenting programmes – creating parent support groups – monitoring children's progress at primary school – developing low-cost, culturally appropriate materials – developing networking links and advocacy activities to influence policy makers

Kaiawhina Project (Mentors project)

Presbyterian Support Services (Northern)
1993

LOC: disadvantaged urban and rural areas of the Bay of Plenty, North Island
TAR: Maori teenage mothers and their babies
OBJ: to develop a community-based, mobile, regional outreach programme
STR: providing flexible, comprehensive and culturally appropriate early childhood development services

involving mothers, parents and the extended family – contributing knowledge on bicultural early childhood interventions, and improving and developing new cost-effective methods – building a network of mentors (*Kaiawhina*) who have practical skills and community respect – training the *Kaiawhina* – running a custom-designed, mobile bus with materials, video, displays, toy library and a clinic

Nicaragua

Pre-escolares Populares (Community Pre-schools)

Ministry of Education

1990

LOC: Northern and Central Regions

TAR: children aged 3-6 years, para-professionals, parents, Ministry personnel

OBJ: to embed the project's approach in statutory child care services

STR: training Ministry staff, teachers, parents and volunteers – strengthening cooperation between governmental and non-governmental services in the areas of health, nutrition and community development – making resources available to communities to establish pre-schools, and for small-scale income generating activities for women – adapting, improving and distributing training and educational materials

Niño-a-niño (Child-to-child)

Centro de Información y Servicios de Asesoría en Salud (CISAS - Centre of information and support for health)

1992

LOC: nationwide

TAR: older children who look after younger siblings, supported by school teachers

OBJ: to implement a child-to-child approach to early childhood health and development and to promote and disseminate the experience nationwide

STR: training professionals and para-professionals in child care and community development – training children and adolescents in health, nutrition and child stimulation – raising awareness among organisations – advocating for cooperation among organisations involved in community development – developing training materials – developing audiovisual materials for dissemination

Centros Infantiles (Infants' centres)

Comité Pro Ayuda Social (COMPAS – Committee for Social Assistance)
1994
LOC: San Judas, Managua
TAR: staff of NGOs and public sector agencies, para-professionals in pre-school centres
OBJ: to upgrade COMPAS into an NGO capable of designing and implementing community-based day care programmes; and to improve the quality of the 10 community-run pre-school centres
STR: training workshops for staff focusing on effective collaboration with community volunteers, activities to encourage parental involvement, advocacy strategies – identifying funding sources to ensure continuity – training workshops for para-professionals – activities about nutrition, hygiene and community development

Nigeria

Nigeria Child Development Programme

UNICEF (Nigeria)
1986 (current phase 1992)
LOC: nationwide
TAR: children and para-professional pre-school workers and caregivers in villages in rural areas
OBJ: to assist community members to establish and run pre-schools, using these schools as a base for health, nutrition and community development activities
STR: training care givers, teachers and teacher trainers – developing teaching materials – promoting action-research to improve project operations – training parents in educational toy production for pre-schools – advocacy at national, state and local levels on behalf of young children – promoting health and nutrition activities

Stimulation/Play in Lagos Periphery

Community Child Education and Development (COMED)
1995
LOC: Ikola-Mewa Ward, Alimosho, Lagos
TAR: 2,000 children under five years of age living in impoverished peripheral areas of Lagos
OBJ: to train mothers and care givers in early stimulation/education, primary health and nutrition, and psycho-motor skills; and to advocate for and organise 10 child focused play areas in centres and communities
STR: establishing steering committees for each of the four zones within Ikola-Mewa – developing a user-manual and other community-friendly guides from the already established ECD curriculum – targeting the community with information – collecting examples of good practice – periodic monitoring, evaluation and reviews and documentation

Peru

National Non-formal Education Programme

Ministerio de Educación (Ministry of Education)
1990
LOC: nationwide
TAR: rural and urban children aged 0-5 years
OBJ: to develop a culturally relevant ECD approach for Amerindian children aged 0-3 years old; and to widen project impact among children aged 3-5 years in rural and urban areas
STR: extending autonomous teacher training – disseminating methodology – expanding programme to include health and nutrition – training parents, community educators and private and public organisations – integrating programme into that of Ministry of Education – developing curricula – designing policies

Urban children's war stress

Centro de Desarrollo y Asesoría Psicosocial (CEDAPP – Psychosocial Development and Advice Centre)
1995
LOC: department of Ayacucho, metropolitan Lima
TAR: displaced children aged 5-9 years and their families, affected by war experiences
OBJ: to test the feasibility of an intervention programme addressing developmental needs
STR: selecting 50 displaced families – home visiting to enhance families' understanding of children's specific needs – development of a community-based children's centre with therapy sessions and training of parents – setting up a family self-support system – encouraging liaison with other local community organisations – evaluating and disseminating the results among local voluntary organisations to stimulate a larger scale programme

Rural children's war stress

Centro de Promoción y Desarrollo Poblacional (CEPRODEP – Community Development Centre)
1995

LOC: rural communities in the department of Ayacucho
TAR: rural, Quechua-speaking children aged 3-8 years, affected by war experiences
OBJ: to investigate resilience factors relevant for children suffering from Post Traumatic Stress Disorders
STR: setting up a joint project committee with the communities, CEPRODEP and FEDEMCA (Federation of Mothers' Clubs of Ayacucho) – surveying the emotional status of families and assessing their needs – training families in newly developed self-diagnosis and anti-stress techniques – setting up three community-based children's houses – enhancing children's resilience factors through games and basic handicraft activities

Poland

First Step – pre-school teachers

Polish Children and Youth Foundation (PCYF)
1995

LOC: three towns in central Poland
TAR: trainers from local NGOs, and pre-school inspectors
OBJ: to train trainers of pre-school teachers to work with children in a participatory, stimulating and creative manner
STR: devising and implementing a pilot training programme – developing pre-school activities based on the training curriculum in cooperation with pre-school teachers – introducing child-oriented teaching methods in pre-schools – enhancing children's social skills and creative potential – documenting the project's training activities and methodology

Portugal

Escolas Isoladas (Isolated schools)

Instituto das Comunidades Educativas (ICE – Institute of Educational Communities)
1992

LOC: nationwide
TAR: policy makers and providers of formal and non-formal education for young children in isolated areas

OBJ: to support the development and continuation of appropriate educational resources and facilities for young children

STR: promoting innovative teacher training for pre-school and primary school teachers – supporting programmes – launching local development initiatives – mobilising and optimising human and material resources – creating a training and accreditation centre – developing regional and national platforms for formulating policy options and exchanging learning experiences – promoting and sustaining networking partnerships – networking internationally

Mobile ECD

Instituto das Comunidades Educativas (ICE – Institute of Educational Communities)

1994

LOC: five regions

TAR: families with children aged 0-5 years living in rural areas

OBJ: to consolidate and expand coverage of mobile ECD activities; and to institutionalise the project's components

STR: weekly visits by mobile pre-school teachers to children's homes – group outings for isolated families to pre- and primary schools – training workshops for pre- and primary school teachers – cooperation and networking at national and European level with similar initiatives – disseminating content, methodologies and outcomes through publications and national seminars

Rede de Apoio ao Desenvolvimento Integrado do Algarve (RADIAL – Support Network for Children and Community Development in the Algarve)

IN LOCO

1995

LOC: Algarve and southern Alentejo

TAR: young children, families and ECD professionals and para-professionals

OBJ: to set up a regional training and resource centre for local informal ECD provisions; and to mainstream local and regional social and educational services

STR: working with ECD practitioners and families living in remote rural areas – resourcing and documenting – training para-professionals, parents, and pre- and primary school personnel – disseminating – advocacy

Singapore

National Institute of Education

National Institute of Education (NIE)

1983 (current phase 1990)

LOC: Singapore

TAR: children, parents, teachers, policy makers

OBJ: to disseminate the findings of a study on the social and cognitive development of children in Singapore

STR: training for pre-school teachers and supervisors – support networks of pre-schools – public seminars, publications, radio talks, newspaper articles

South Africa

Family in focus

Western Cape Foundation for Community Work (FCW)

1993

LOC: six townships around Capetown

TAR: childminders, home visitors, children

OBJ: to develop and operate a home-based intervention approach; to develop a common vision of alternatives to centre-based work in liaison with other regional initiatives; and to advocate for ECD

STR: reinforcing and building on the knowledge of parents and care givers – developing mutual support and networking between communities and partner agencies – monitoring activities – providing multi-disciplinary training – creating self-supporting groups – documentation

Kwandebele

Learning for All Trust.

1994

LOC: Gauteng and Mpumalanga province

TAR: parents and care givers

OBJ: to improve parents' and care givers' early childhood skills; to train and equip a training team; to train cadres of 'barefoot educare workers'

STR: providing field-based interactive workshops for parents and care givers in their own language – providing support to these care givers in their communities – training additional facilitators – enabling care clubs for children

Free State Consortium

Kopanang Association of Training Agencies

1994

LOC: Bloemfontein

TAR: families living in four informal settlements, para-professional mothers

OBJ: to upgrade care givers' skills; to increase access to early learning opportunities; to develop a model for early learning provision for regional use; and to train trainers

STR: training of trainers to improve interactions between para-professional workers and children – equipping the early childhood workers with skills to support both young children and the community

Big Buddy

Department of Psychology, University of Witwatersrand, Johannesburg

1994 (new phase 1996)

LOC: Eldorado Park, Johannesburg

TAR: 10 honours students, 20 youths and 80 children from a township setting, per year

OBJ: to involve the community in the project; and to document and promote the project to a wider NGO community and to governmental developmental agencies

STR: testing ways of building parental activity through direct involvement – investigating parental attitudes – distilling replicable elements and using these in a national workshop

Rethinking educare

Association for Training and Resources in Early Education (TREE)

1995

LOC: Kwa Zulu, Natal

TAR: children aged 0-3 years and their families, children affected by violence or marginalised by negative attitudes towards disability

OBJ: to consolidate TREE's findings from a previous investigation; and to integrate some of the new perspectives into both existing training and the further development of TREE's approach to ECD

STR: implementing a revised programme of direct, non centre-based support for children – incorporating ECD and disability-related modules in all existing and future modules, workshops and training courses – developing training materials for parents and other care givers – continuing research into,

and recording of, the care of young children – advocating for alternative ECD in Kwa Zulu primary schools

Spain

Capitulaciones 92

Ayuntamiento de Santa Fé (Municipality of Santa Fé)
1989 (current phase 1993)

LOC: eight municipalities in the province of Granada
TAR: pre-school and primary school children and their families, Gypsy families, future and first time mothers, teachers
OBJ: to consolidate and diversify existing programmes for pre-school children, parents, adolescents and teachers, and disseminate them
STR: operating family drop-in centres, creches and a programme for future mothers – home visiting – training teachers – child-to-child programmes in primary schools – developing inter-agency cooperation at local, provincial and regional level

Context Infancia (Childhood Context)

Ayuntament de Barcelona, Patronat Municipal de Guarderies Infantils (Department of Pre-school Education, City of Barcelona)
1989 (current phase 1993)

LOC: four areas of the city of Barcelona
TAR: children aged 0-6 years, adolescents, first time mothers and families from Gypsy, immigrant and working class communities
OBJ: to further develop an integrated approach to the education of young children; and to diversify ECD interventions in response to linguistic, cultural and ethnic needs
STR: promoting parental and community involvement, and inter-agency cooperation with health and social services – responding to training needs of professionals – supporting and expanding family drop-in centres, ECD programmes for first-time mothers and inter-cultural education – producing research material

Preescolar Na Casa (PNC – Pre-school at home)

Caritas Lugo
1994

LOC: Galicia
TAR: rural families with children aged 0-6 years
OBJ: to improve the quality of PNC's family-centred activities
STR: training sessions for staff and parents – enhancing parents' role in ECD activities – training parents to support PNC's professionals and to work with other families – evaluating the effectiveness of the programme – disseminating innovative approaches – networking – home visiting – producing family support material

Proyecto 'Avanzada'

Municipality of Fuenlabrada
1995

LOC: Fuenlabrada, Madrid
TAR: pre-school children and their parents, teenage mothers and lone parents, migrant families, local ECD associations and ECD service personnel
OBJ: to develop a participatory approach to assessing social and educational needs in order to enhance preventive work; and to plan and deliver responsive and appropriate child care and family support services
STR: peer to peer support – organising workshops for teenage mothers and lone parents – setting up family drop-in centres – addressing the social and educational needs of distinct migrant communities – ECD workshops with grandparents – enabling information exchanges and consultation between statutory and community services and the local population

Suriname

Vorming en Training Opvoeders (Training of childminders)

Stichting Klimop
1994

LOC: Paramaribo
TAR: untrained or partly trained staff of day care centres for children aged 0-6 years in the private and the public sector, childminders and parents
OBJ: to develop and implement a training programme in order to upgrade the general quality of child care in Suriname
STR: developing and producing training and educational materials – publishing documentation materials – setting up a resource unit – establishing a centre to coordinate training efforts

and the spread of information nationally – collaborating with the subsidised day care centres of Ministry of Social Affairs, and with private centres

Swaziland

Early Childhood Development Programme

Ministry of Education

1990

LOC: the cities of Manzini, Mbabane and Hlatikhulu

TAR: parents, community members, teachers and trainers

OBJ: to support the development of early childhood development programmes locally and nationally

STR: training trainers and teachers – developing teaching, learning and play materials, and curricula – parent and community education programmes – contributing to the formulation of a national curriculum

Thailand

A Chance for Children

Foundation for Slum Child Care (FSCC)

1991 (current phase 1995)

LOC: Nong Khaem, Bangkok

TAR: children aged 0-5 years and women living in three sites around the Nong Khaem garbage dump

OBJ: to provide a safe and stimulating developmental environment for young children; to enable children to grow to their full potential; and to extend the programme to two other sites

STR: monitoring and enhancing children's health and nutritional status – upgrading parents' knowledge about child development – enhancing child rearing skills – training members of the community in child care and development stimulation – home visits – enhancing family relations – training FSCC staff

CONNECT project

Écoles sans Frontières (ESF – Schools without frontiers)

1994

LOC: urban slum and rural locations in the northeast

TAR: children aged 0-8 years and their families
OBJ: to improve child rearing practices, living conditions and learning opportunities for young children; to improve access to existing ECD resources
STR: establishing or strengthening child care centres – training of child minders – promoting the importance of holistic development of children – raising awareness of children's needs among educators, health practitioners and parents – supporting community-based approaches in child care – collecting and disseminating experiences – advocating on children's issues

Making Friends

National Council for Child and Youth Development
1994
LOC: Bangkok
TAR: early childhood workers
OBJ: to promote advocacy skills in the ECD network; and to identify issues and gaps in existing ECD policy and practice
STR: collecting information about NGO work in early childhood development – organising training and workshops – disseminating information on early childhood – advocating on behalf of young children – promoting the coordination of children's services

Showing Potential

MAYA: the Art and Cultural Institute for Development
1994
LOC: Bangkok and the Province of Isan
TAR: children aged 0-6 years, teachers, parents and care givers
OBJ: to investigate and develop regional ECD practices that enable communities to create a culturally sensitive curriculum for children; to stimulate critical thinking in children and those connected with children; and to extend MAYA's experience to other disadvantaged groups
STR: strengthening groups that are already active in early childhood – running workshops and mobile exhibitions – identifying traditional ways to promote early childhood development – conducting a national seminar – establishing an Asia-Pacific network

Trinidad and Tobago

Regional Training and Resource Centre for the Caribbean (RTRC – Caribbean)

SERVOL (Service Volunteered for All)
1990 (current phase 1993)
LOC: the Caribbean
TAR: teachers, community-based service providers, government officials and policy makers
OBJ: to establish an RTRC for training programmes in early childhood and adolescent development and parenting; and to advocate for ECCE at the policy and fundraising level
STR: disseminating SERVOL's ideas and methodologies (including how to enable disadvantaged communities to establish and maintain education programmes) – refining a teacher training curriculum – training early childhood workers and supervisors – providing financial assistance to pilot projects – organising networking activities for policy makers and practitioners – developing a home-based ECCE programme

Choices (in association with the S-K Foundation, the Netherlands)

Child Welfare League
1994
LOC: Trinidad
TAR: teenage mothers and their children
OBJ: to pilot a preventive and remedial programme to enhance the quality of life of teenage mothers and their children
STR: working with health clinic staff and community groups – running family life programmes in schools and community centres – providing health, counselling and day care services – disseminating information on family planning, child rearing, nutrition and domestic violence – home visiting by nurses – conducting an ethnographic study on the causes of teenage pregnancy in Jamaica and Trinidad

Turkey

Geçekondu Children

Foundation for the Support of Women's Work (FSWW)
1993

LOC: municipalities of Bakirkoy and Kucukcekmece, Istanbul

TAR: children aged 0-6 years and their parents living in the *geçekondus* or squatter areas, professionals and para-professionals working with the children and parents

OBJ: to develop and expand quality, culturally appropriate child care services with the participation of parents, the community and the municipalities

STR: establishing a child care unit in the local women's training and resource centre and two more in the communities – developing a new pre-school education programme – providing non-formal training programmes for women on child care and education, and their own development – training women from the community as para-professionals for work with children and mothers at home

Self-employment for *Geçekondu* women

Foundation for the Support of Women's Work (FSWW)
1995

LOC: municipalities of Bakirkoy and Kucukcekmece, Istanbul

TAR: women involved in the *Geçekondu* Children project

OBJ: to help women in poor neighbourhoods in Istanbul to start their own micro enterprises; and to increase women's participation in the development process

STR: identifying a credit mechanism tailored to women's needs and setting up a rotating credit fund – identifying new small business possibilities – organise women in groups to start such businesses by providing them with credit, training and support services – developing and publishing manuals about using credit and starting small businesses – ensuring participation of the women in planning and implementation – increasing public and governmental awareness of the importance of formal credit institutions especially designed for women, and of self-employment

Evaluation Mother-Child Education Programme (MCEP)

Mother-Child Education Foundation (MCEF)
1995

LOC: nationwide
TAR: mothers, children and practitioner/trainers, participating in the Mother-Child Education Programme
OBJ: to study the programme's process and its impact on children and mothers; and to monitor the dissemination programme and to make recommendations for improving its effectiveness
STR: assessing children and mothers before and after exposure to the programme – observing the quality of the group meetings and the interaction processes at home – developing self-assessment rating scales – disseminating outcomes at national and regional levels

United Kingdom

Cynon Valley

Save the Children Fund, UK
1991 (current phase 1994)
LOC: Cynon Valley, South Wales
TAR: children under 11 years and their families in two isolated and marginalised estates
OBJ: to enable parents to articulate and prioritise their needs, and to identify resources to satisfy them; and to influence policy and planning at local and national level
STR: identifying key community organisations and providing training and support for members – enabling their involvement in planning and developing services and local regeneration plans – handing over child care services to community members – enabling inter-agency cooperation – advocacy – disseminating project experience

National Partnership

Scottish Early Years and Family Network
1992
LOC: Scotland
TAR: community and child care groups in rural and urban settings, national voluntary and governmental agencies
OBJ: to create a self-sustaining national network of early childhood care and education organisations; to influence national policies; and to provide training and access to resources
STR: developing a support framework and training models – setting up a resource base – organising workshops, seminars, conferences and national campaigns – evaluation and research – dissemination and advocacy

Assessment and qualification

Scottish Network – Family Policy Resources Unit
1994
LOC: Grampian Region
TAR: early childhood workers in the voluntary sector
OBJ: to assess the feasibility of training and accreditation routes for early childhood workers
STR: providing opportunities for assessment of child care workers on the job – testing the viability of the national training-assessment system – working for changes in funding policy for training at national level

Scottish Coalition

Scottish Network – Family Policy Resources Unit
1994
LOC: Scotland
TAR: voluntary early childhood organisations
OBJ: to promote accessible, quality early childhood services in disadvantaged communities by supporting practice and informing policy; and to help early childhood and family projects identify possible resources for their work
STR: forming a coalition with other voluntary sector organisations – setting up a self-sustaining national training and consultancy programme – reviewing existing financial and resource possibilities – negotiating for new funding opportunities

Quality in Diversity

Goldsmiths College, University of London
1994
LOC: England and Wales
TAR: early childhood workers in the statutory education and social services, and in voluntary and private sectors
OBJ: to upgrade capacity within early childhood organisations nationally
STR: disseminating their developed philosophy and materials – publishing curriculum guidelines for the early years in conjunction with practitioners, parents, and service providers – developing a national framework for provision of services to children aged 0-7 years – identifying training needs and staff requirements

Family service development

Family Service Units (FSU)

1995

LOC: nationwide

TAR: disadvantaged families and their children, policy makers and practitioners in family support

OBJ: to develop and implement a national FSU strategy for building the organisational and operational capacity needed to sustain longer term growth; and to impact on services and practices in the field

STR: identifying the training needs of FSU's staff – internally evaluating services currently provided – establishing new Units – establishing a national FSU training and consultancy programme – disseminating through publication of materials, reports, workshops and conferences – advocacy

Parent Network

Parent Network (PN)

1995

LOC: North West England

tar: young children of disadvantaged and low income and ethnic minority families

OBJ: to set up a regional PN office to coordinate and expand the current ECD activities

STR: organising a participatory review of PN's current parenting programme with local coordinators and parents – implementing outreach work with parents – producing multilingual materials – forging new links with voluntary and statutory organisations working with such families and children – organising special training sessions for professionals of other regional organisations – disseminating through production of a regional newsletter and a final report for wider distribution

United States of America

Boston Housing Dissemination Programme

Committee for Boston Public Housing Inc. (CBPH)

1984 (current phase 1994)

LOC: Boston

TAR: local tenant organisations, state and national public housing agencies, regional child care alliances, Headstart programmes and public schools, curriculum development agencies

OBJ: to document and disseminate its multi-cultural anti-bias curriculum for work with young children

STR: producing written and audio-visual tools – equipping the dissemination staff with presentation, communication and training skills – initiating information sharing and training processes with relevant inner city agencies – documenting and disseminating the anti-bias curriculum – highlighting the role of parents – developing an inventory of games and materials

Teenage Parenting Support

Community Studies Inc.

1985 (current phase 1993)

LOC: New York City

TAR: child and school advocates, school principals and teachers, key decision makers in the educational and political arenas, teenage girl students (12-16 years) from two middle schools and their children in Lower East Side and Harlem

OBJ: to ensure the provision of educational facilities and child development resources for teenage parents

STR: advocacy – training of parents, teachers, teenage counsellors and child care workers – supporting a Teenage Parent Resource Centre and a Teenage Parent Council – establishing and supporting a permanent city-wide task force on pregnant and parenting adolescents – devising and implementing an Adolescent Parent Mentoring programme – conducting ethnographic studies on the situation of very young parents and their children

Peer Education Programme

Federation of Child Care Centers of Alabama (FOCAL)

1986 (current phase 1994)

LOC: Alabama

TAR: young African-American children and their parents

OBJ: to enable day care providers to support effective learning and positive socialisation of marginalised children; to further develop and document its culturally relevant training and curriculum approach; and to develop FOCAL into an independent advocacy, training and resource agency with a wider geographical impact

STR: developing ways of countering institutionalised oppression through positive alternatives to mainstream education provisions – enabling participants to overcome 'negative racial scripting' – training – networking – advocacy – developing an endowment fund – assessing regional needs – organising round table meetings

Dissemination Circle of Learning Programme

Denver Indian Center, Inc.

1986 (current phase 1994)

LOC: nationwide

TAR: Native American early childhood educators, curriculum development agencies

OBJ: to upgrade American Indian early childhood educators' knowledge and teaching skills based on the multi-cultural curriculum 'The Circle Never Ends'

STR: revising, publishing and distributing the multi-cultural curriculum materials – documenting – training trainers – familiarising and training regional early childhood agencies with the curriculum – acting as mentor for senior early childhood staff involved in regional dissemination

MIHOW (Maternal Infant Health Outreach Worker) Dissemination Programme

Vanderbilt University, Center for Health Services

1987 (current phase 1994)

LOC: rural areas in West Virginia, Virginia, Kentucky and Tennessee, and the city of Nashville

TAR: low-income communities in Appalachia lacking access to health care

OBJ: to consolidate and expand the programme development and capacity building process; to document the programme for expansion and for state and national advocacy; and to link to local and state health and social services to ensure MIHOW's sustainability

STR: enabling women to initiate and maintain family support services – home visiting – addressing pregnancy prevention, child abuse, family day care and school advocacy – developing new training materials and guides and providing training – disseminating through networking – institutionalisation at local and state level for sustainability

Glades Community-based Development Project

The Community Foundation for Palm Beach and Martin Counties

1991

LOC: The Glades, Florida

TAR: 38,000 permanent residents of whom 60 per cent are African-Americans or of Haitian origin, living below the poverty line and belonging to female-headed households

OBJ: to promote and coordinate collaborative action by community groups in economic development, health and nutrition, early childhood care and education, parent support and youth work

STR: establishing community development programmes – strengthening the leadership and capacity of the communities to enable them to identify problems, formulate programmes and secure funding – introducing successful work models from similar settings – initiating an AIDS related programme – advocating at county, state and national levels

Mid South Family Alliance (MSFA)

Foundation for the Mid South (FMS)

1995

LOC: states of Arkansas, Louisiana, Mississippi

TAR: disadvantaged communities and their leaders, state policy makers, local and national funding agencies, mass media

OBJ: to enhance the lives of the most marginalised families and children by building family support alliances and by linking governmental resources to community initiatives

STR: introducing intervention projects which focus on life skills training, family counselling, parent education and ante- and post-natal care – establishing and training a technical support pool regionally – helping communities to develop programmes – providing leadership training – training community leaders/activists in ECD and family support – enabling sharing and learning between communities – convening meetings and site visits for state authorities – advocacy via the media

Venezuela

Proyecto PACOMIN

Fundación para la Atención a la Infancia y la Familia (FUNDAPRIN – The Foundation for Attention to Children and Families)

1991

LOC: cities of Punto Fijo, Punta Cardón and Coro, on the Peninsula of Paraguaná, State of Falcón

TAR: young children and families in a semi-urban area

OBJ: to meet the development and health needs of young children and their families; and to consolidate and disseminate FUNDAPRIN's approach regionally

STR: supporting the establishment of community groups – involving parents in activities with their children – organising activities in health and nutrition – refining training methodologies – training *animadoras* (community animators) –

developing, designing and producing child development materials – setting up a documentation centre – advocacy for, and promotion of, pre-school education through the media – institutional coordination through collaboration with local universities, local NGOs and the Ministry of Education

Centros de Capacitación (Training Centres)

Centros Comunitarios de Aprendizaje (CECODAP – Community Training Centres)

1994

LOC: nationwide

TAR: child care providers in community organisations and neighbourhood associations

OBJ: to improve the quality of community-based child care programmes; and to enable intermediary organisations to provide training in their regions

STR: selecting agencies to develop and implement training programmes for community and child care workers that focus on the relationship between child centred programmes and community development – increasing access to training for staff of voluntary organisations – developing training materials – establishing a regional and national network to exchange information about such training

Zimbabwe

Rural Pre-school Project

Ministry of Primary and Secondary Education

1986 (current phase 1990)

LOC: nationwide

TAR: para-professional pre-school teachers in rural areas

OBJ: to upgrade pre-school education in the rural areas

STR: improving the organisational and professional structure of the national training programme – designing training programmes and facilitating their implementation – training para-professionals – advocacy for the further development of early childhood education – cooperating with NGOs involved in ECD

Kamativi Early Childhood Development Programme

National Council of Negro Women (NCNW)

1992

LOC: the Kamativi tin mining area

TAR: migrant labourers and their children

OBJ: to further secure the long term future of the Kamativi early childhood care and education programme; and to improve the nutrition of children aged 2-5 years

STR: cooperating with the Kamativi Mining Company – training and supporting women from the community to work with children and mothers – providing nutritional and agricultural education – enabling a nutrition rehabilitation service – promoting pre-schools as community centres

Kushanda Community Schools

Federation of Kushanda Pre-Schools (FKP)

1993

LOC: Chinyika resettlement area, Marondera and other commercial farm areas

TAR: some 140 Kushanda pre-schools in these areas

OBJ: to manage and sustain the early childhood care and education programme which operates through these pre-schools; to develop and maintain a system for mutual support to them; and to reduce the incidence of young children working alongside their parents

STR: setting up democratic organisations in rural areas and enabling parents to control and operate them successfully – offering cluster workshops for teachers and in-service training for teachers and parents – building the institutional capacity of the Federation – networking and fundraising nationally and internationally

Kuumba Netarisiro (To create and support)

Foundation for Education with Production (FEP)

1995

LOC: nationwide

TAR: children and their families, teachers, and community leaders in rural and remote areas

OBJ: to strengthen and expand the coverage of FEP's mobile training team

STR: training parents, teachers and community leaders in all aspects of ECD – collaborating with teachers, parents and communities in developing and sustaining ECD programmes – progressively integrating clusters of villages and ECD centres into parent and community-led institutions – disseminating results through publications and networking – advocating for the improvement of national ECD policy and practice – fundraising

FINANCIAL REPORT FOR 1995

Where the money comes from

The income of the Bernard van Leer Foundation (BVLF) comes mainly from the Van Leer Group Foundation (VLGF) that, until recently, was the sole shareholder of Royal Packaging Industries Van Leer B.V. (RPIVL). An important objective of VLGF is to make funds available to the BvLF and, in 1995, these derived mainly from the dividends received from RPIVL.

RPIVL is a holding company with subsidiaries in some 41 countries, all of which are concerned with the manufacture of various types of industrial and consumer packaging. Apart from the funds the BVLF receives from the VLGF there is limited income from other sources. The total income in 1993, 1994 and 1995 was respectively NLG 26.7 million, NLG 26.6 million and NLG 26.9 million. It is anticipated that the Foundation's income in 1996 will amount to approximately NLG 30 million.

During 1995, VLGF prepared for a public flotation of a portion of its share holding in RPIVL. This duly took place in May 1996 and one outcome should be a period of financial stability for the Foundation, based on a steady and predictable growth in income towards its ideal operating level.

Where the money goes to

The expenditure of the Foundation is split in two ways. Part of the money is spent supporting the programme. This includes the office in The Hague and the employment of some 50 staff members, the great majority of whom directly contribute to the Foundation's wide range of programme services. However, a far larger proportion of the expenditure goes to projects. The actual number of projects fluctuates from year to year – this publication includes descriptions of more than 140 major projects currently being supported by the Foundation. Major projects are usually those which are supported over a period of several years.

When the Foundation's Board of Trustees approves a grant to a major project, a sum of money is earmarked which is expected to last throughout the duration of the proposed project, anything up to five years. Thus, much of the money which is earmarked in a particular year is spent in later years. The sum which is available for earmarking each year is that which is made available by the VLGF and by other sources.

It should be noted that a considerable proportion of the resources used by projects is provided by the partners the Foundation is working with. This usually consists of a mixture of actual money, of physical facilities and of resources made available to a project, and of staff time and other services.

Allocation of grants

The statutes of the Foundation state that preference will be given to work in countries where RPIVL is established; and this is the Foundation's practice. However, this does not mean that the Foundation must support projects in all these countries – indeed to do so would overstretch the Foundation's resources and result in a considerable dilution in the quality of the field programme. There is no direct relationship between the level of profits made in a country and the level of Foundation spending in that country.

The general principle adopted by the Foundation's Board of Trustees is to allocate funds so that 60 per cent of the total amount available is spent in developing countries and 40 per cent in industrialised countries. In attempting to meet this target, the Foundation has met two problems: that the absorption capacity for projects in developing countries is in many cases limited; and that projects in industrialised countries generally cost much more to run than do those in developing countries. Despite these, the allocation achieved between 1993 and 1995 was 56 per cent of the amount available earmarked for projects in developing countries and 44 per cent for those in industrialised countries.

The following table lists the amounts, by country, earmarked by the Foundation in 1993, 1994 and 1995. The table refers to sums which were earmarked during these three years and not to sums which were spent. Thus the countries shown in the table do not coincide precisely with the countries listed elsewhere in this Review.

TOTAL EARMARKED 1993 THROUGH 1995 IN MILLIONS OF NLG

COUNTRY	1993	1994	1995	total 93-95	percentage 93 -95
Argentina	<0.1	1.5		1.6	2.3
Aruba	<0.1			<0.1	<0.1
Australia	0.1	0.9	1.2	2.2	3.2
Belgium	0.1			0.1	0.2
Botswana	0.9	<0.1	<0.1	0.9	1.5
Brazil	0.9	0.5	0.2	1.7	2.4
Chile	0.5	0.9	0.7	2.1	3.1
China		0.1		0.1	0.1
Colombia	0.2	0.1	1.6	1.8	2.7
El Salvador	0.1		0.1	0.1	0.2
France	1.6	1.2	<0.1	2.8	4.1
Germany	0.5	0.1	0.5	1.0	1.5
Greece	0.1	0.6	<0.1	0.7	1.1
Guatemala	1.2	0.1		1.3	1.9
India	0.3	1.5	0.1	1.9	2.8
Indonesia				<0.1	<0.1
Ireland	<0.1	0.5		0.5	0.8
Israel	2.0	3.6	1.2	6.8	10.0
Italy	2.2	0.1		2.4	3.5
Jamaica	1.3	0.2	1.0	2.6	3.9
Japan	0.1		0.3	0.4	0.5
Kenya	<0.1	0.8	0.7	1.5	2.2
Malaysia	1.1	0.1	0.6	1.7	2.5
Mexico	0.2	0.2	1.1	1.4	2.1
Morocco		0.5	1.0	1.5	2.2
Mozambique	0.3	<0.1	0.7	1.0	1.6
Namibia			0.1	0.1	0.1
Neth Antilles			1.3	1.3	2.0
Netherlands	0.1	0.3	0.5	0.9	1.4
New Zealand	1.1	0.1	<0.1	1.2	1.9
Nicaragua	0.2	0.3		0.4	0.6
Nigeria	0.1	<0.1	0.1	0.3	0.5
Poland			0.1	0.1	0.2
Portugal		0.5	0.8	1.2	1.8
South Africa	0.7	3.1	1.3	5.1	7.6
Spain	0.2	0.8	0.6	1.6	2.4
Thailand	0.6	0.6	0.7	2.0	3.0
Trinidad & Tobago	0.5	0.4	0.2	1.1	1.7
Turkey	0.9	0.2	0.8	1.8	2.7
United Kingdom	0.9	0.9	0.6	2.4	3.6
USA	3.5	1.8	<0.1	5.3	7.9
Venezuela	0.6	1.1	0.1	1.8	2.7
Zimbabwe	0.4	2.0	0.2	2.6	3.8
Sub Total NLG. millions	23.5	25.6	18.6	67.7	100.0
Special projects	1.8	1.1	1.2	4.1	
Miscellaneous	0.3	0.2	0.2	0.6	
Total NLG. millions	25.5	26.8	20.0	72.3	

Over the last three years 56 per cent of project expenditure has been earmarked in developing countries and 44 per cent in industrial countries.

< = smaller than

ABOUT THE BERNARD

The Bernard van Leer Foundation is a private institution based in the Netherlands. It was created in 1949 for broad humanitarian purposes and now concentrates its resources on support for early childhood development.

The Foundation takes its name from Bernard van Leer, a Dutch industrialist who died in 1958 and gave the entire share capital of his worldwide enterprise for humanitarian purposes. The Foundation's income is derived from this enterprise – Royal Packaging Industries Van Leer – which at the end of 1995 was established in countries and whose core business is the manufacture of industrial and consumer packaging products.

The Foundation has just one office in the Netherlands where a staff of 50 people is based. Over the years it has supported many hundreds of projects in more than 50 countries around the world; and has therefore accumulated a great deal of experience about practical ways of fostering early childhood development.

The Foundation's central objective

The Bernard van Leer Foundation wants to improve opportunities for young children who live in disadvantaged circumstances. It has developed two interlinked strategies to accomplish this:

* supporting the development of innovative field-based approaches in the area of early childhood development; and

* drawing on relevant experience in order to inform and influence policy and practice.

The field-based programme

In 1995, the Foundation supported over 140 major projects in more than 40 industrialised and developing countries around the world. All focus on those children from birth to seven years of age inclusive who are disadvantaged because their development environments and life opportunities are limited. Included are the children of ethnic and cultural minorities; children living in urban slums, shanty towns and remote rural areas; and children of teenage parents.

The Foundation believes that it is also necessary to work with the people who surround these children and who can have an

VAN LEER FOUNDATION

influence on their lives – their parents, siblings, other family members, communities, organisations that provide services, local and national governments, and international institutions.

Project partners

The Foundation does not run any projects itself. Instead, it offers support to organisations in the different countries – project partners – and they are responsible for all aspects of a project: development; management; training; implementation and evaluation. They also contribute a proportion of the costs in terms of both money and services. These organisations include government departments, local municipalities, academic institutions and non-governmental organisations.

Common principles

Projects supported by the Foundation base their work on a number of common principles:

* a holistic approach to children's development: this means looking at all aspects of a child's life;
* emphasising the special role that parents have as the child's first educators: this means that parents do not only learn about what it means to be a parent, they learn that they matter, and they learn that they can change their lives and those of their children;
* improving the children's environments: this means a community-based approach, working with the adults who care for the children to enable them all to achieve a better life. It builds on the principle that educating children means educating adults;
* embedding projects firmly in local communities: because in this way people are motivated to tackle their own problems and produce effective solutions;
* aligning the work with, and ensuring that it responds to, local cultural and ethnic norms and practices.

A key aim in initiating and implementing projects is that their work will have lasting effects – first and foremost on young children and their environments. However, projects themselves may become self-sustaining, or the lessons learned may stimulate and inform other work. Quite frequently,

projects that started out as small-scale experiments have resulted in larger programmes of work, the experiences of which have contributed to reflection, planning, practice and evaluation regionally, nationally and internationally.

Further support

The Foundation offers its field-based programme much more than just money for projects. For example, it enables training and evaluation; and supports seminars, conferences and workshops that bring together practitioners, donors, decision makers and academics. It also provides broad support for early childhood development via its advocacy activities at national and international levels.

Documentation and communication

An extensive documentation centre at the Foundation's office in the Netherlands includes a large and growing collection of materials and resources produced by projects. These range from videos made by local women for showing on cable television in Colombia; through examples of the work of young children around specific themes; to analytical studies of the work that projects have carried out.

The communications programme of the Foundation draws heavily on this collection for its publications and also works directly with projects to ensure that their ideas and experiences can be gathered, learned from and disseminated. It is this ability to tap directly into project realities that gives the Foundation's documentation and communication activities their unique importance in the early childhood world.

Networking

In order to enhance the effectiveness of activities and to ensure the spread of ideas and methodologies, the Foundation also encourages and enables projects to exchange experiences and information through networking. This means that projects liaise with other organisations at local, regional and national levels – sometimes internationally as well.

The Foundation itself also cooperates widely with other organisations involved in early childhood development and related fields. It does this at national and international levels, sharing its own experiences and learning from those of others.

Applications for support

* The vast majority of projects supported by the Foundation have arisen following a process of discussion and negotiation between the Foundation and a partner organisation. Any organisation seeking support is thus advised to submit an outline of the aims and objectives of a project before preparing a detailed proposal.

* In accordance with its statutes, the Foundation gives preference to the support of projects in countries in which Royal Packaging Industries Van Leer is established.

* The only projects that can be considered for support are those in the area of early childhood development, that involve communities living in disadvantaged circumstances, and that include elements of innovatory practice.

* Grants are not given to individuals or to organisations for general support.

* The Foundation does not provide study, research or travel grants.

THE 1995 PUBLICATIONS

During 1995 the Foundation launched two new series of publications. The first is called 'Early childhood development: practice and reflections' and it replaces the 'Occasional papers' series. It addresses issues of importance to practitioners, policy makers and academics concerned with meeting the educational and developmental needs of disadvantaged children in developing and industrialised societies.

Two titles were published during the year: *We are your children: the Kushanda early childhood and care dissemination programme*, by Salih Booker; and *A guide to promoting resilience in children: strengthening the human spirit*, by Edith Grotberg, Ph.D.

We are your children: the Kushanda early childhood and care dissemination programme describes and discusses the work of the Foundation-supported Kushanda Project. This project took its name from the Shona expression *Kushandisa zvinpo* – 'what is there' or 'to make what is there work' – a phrase that captures the Project's spirit of self reliance. It also underlines the fact that, for the children of Zimbabwe's rural majority, early childhood services were only likely to become accessible if their parents learned how to use the material and human resources available in the immediate environment to make community-based pre-schools a reality.

> *We are your children: the Kushanda early childhood and care dissemination programme. Zimbabwe 1985-1993*, Salih Booker, Early childhood development: practice and reflections series number 7, published August 1995, ISBN 90-6195-036-8

Resilience is seen a universal capacity which allows a person, group or community to prevent, minimise or overcome the damaging effects of adversity. Though the concept of resilience seems to be a western concept – and there is no word for 'resilience' in many languages – it is a universal understanding in the sense that people draw on resilience factors or features as they respond to adversity.

A guide to promoting resilience in children: strengthening the human spirit is based on the work of the International Resilience Project in which fourteen countries participated. Its results show that fewer than half of the adults caring for children promote resilience in them. This Guide, based on the findings, will help individuals and programmes to incorporate the promotion of resilience into their work with children and adults.

A guide to promoting resilience in children: strengthening the human spirit by Edith Grotberg. Early Childhood Development: Practice and Reflections No 8. Published October 1995. 56 pages. ISBN 90-6195-038-4.

Working papers in early childhood development

The second new series launched in 1995 is called 'Working papers in early childhood development' and it replaces the 'Studies and evaluation Papers' series. The series will consist of background documents drawn from field experience that present relevant findings and reflections on work in progress. The series therefore will act primarily as a forum for the exchange of ideas.

The first title to be published is *Developmentally appropriate outdoor play environments for infants and toddlers* by Jimi Jolley. This very practical guide starts by stressing the need for safe and stimulating outdoor environments for all children, making the point that this is a neglected yet vitally important area. It goes on to consider children's different development levels, the needs that arise from these and the ways in which outdoor play facilities can respond to them.

Developmentally appropriate outdoor play environments for infants and toddlers by Jimi Jolley. Working papers in early childhood development no 15. Published August 1995. 10 pages. ISSN 1383-7907, ISBN 90-6195-037-6.

Training trainers

In 1995, the Foundation also produced *Enhancing the skills of early childhood trainers* by Kate Torkington with Cassie Landers; and this was co-published with UNESCO.

Enhancing the skills of early childhood trainers is a training pack for individuals or groups of trainers and is intended to enhance their knowledge base and – especially – their skills in training. It focuses on one particular training method: active, participatory, experiential learning. This is because, although the value of this method has long been appreciated, it has seldom been systematically applied to the training of those who work in the field of early childhood development.

The training pack consists of five separately bound parts: 1. Introduction; 2. Delivering effective training; 3. Guide to the development of the young child; 4. Rationale for experiential/participatory training; and 5. Resources.

Enhancing the skills of early childhood trainers is only available from UNESCO Publishing Promotion and Sales Division, 1 Rue Miollis, 70032 Paris, Cedex 15, France; fax: +33 1 427 33007. ISBN 92-3-103130-9. Price French Francs 150.

The rationale for experiential/participatory learning

Following the great success of the training pack, the Foundation has now issued one of its sections as a separate publication in its 'Working papers in early childhood development' series: *The rationale for experiential/participatory learning*.

This publication provides both a theoretical justification for experiential/participatory learning and a review of the practicalities of introducing this approach in work with early childhood trainers. Its purpose is to encourage readers to reflect on and assess the training methods they currently use.

The rationale for experiential/participatory learning by Kate Torkington. Working Papers in Early Childhood Development no 16. Published February 1996. 30 pages. ISBN 90-6195-040-6.

Single copies of these new Foundation publications – but NOT *Enhancing the skills of early childhood trainers* – are available free of charge to interested individuals and organisations from the Department of Programme Documentation and Communication, at address on the back cover. A full publications and video list is also available.

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Office

Eisenhowerlaan 156
The Hague

All mail to:

P.O. Box 82334
2508 EH The Hague
The Netherlands

Telephone: (31-070) 351 2040
Telefax: (31-070) 350 2373
e mail: REGISTRY@BVLEERF.NL

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Bernard van Leer Foundation

P.O. Box 82334

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The Netherlands

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